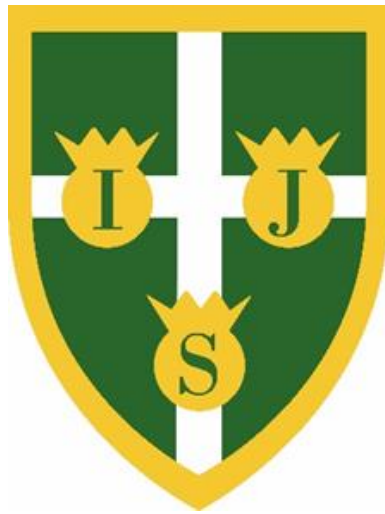


Ingrave Johnstone

C of E Primary School



Whole School Curriculum Document

+ We can do everything together, loving and learning through God +

Statement of Curriculum Intent

+ We can do everything together, loving and learning through God +

At Ingrave Johnstone C of E Primary School we want to enable all of our pupils to develop the key skills, knowledge, understanding, attitudes and aspirations, that will enable them to thrive and succeed as life-long learners, in a rapidly changing and challenging world.

In order to enable this, our school curriculum will be rich, rigorous and relevant. It will provide progressive, stimulating, cross-curricular opportunities for children to engage practically in their learning, deriving important insights, knowledge and understanding from engaging first hand with key learning contexts and experiences. Wherever possible, we will ensure that our curriculum actively promotes inclusion, engagement and enjoyment across the full, broad range of curriculum requirements. Pupils will be expected to show determination, resilience, creativity and adaptability, through engaging fully and helping to shape their learning as they progress through the school.

We will have an on-going commitment to adapt and develop our curriculum in the light of experience, developments in educational pedagogy and research and through engagement with all of the stakeholders of our school to enable all of our pupils to achieve their fullest potential in their future lives.

Our school curriculum is underpinned by our distinctive Christian Vision that **'We can do everything together, loving and learning through God'** and our seven core values of **Initiate, Nurture, Grow, Resilience, Achieve, Value and Enjoy**.

Implementation

At Ingrave Johnstone C of E Primary School, we are incredibly passionate and enthusiastic about our updated curriculum. As a team, we have worked very hard to develop an inclusive, thematic curriculum across the school which aims to ignite pupils' imagination, develop motivation and engagement, boost creativity and develop a true thirst for learning. Our pupils are given the opportunity to develop a sound knowledge and understanding in a range of skills with high expectations and high quality learning in all subject areas. In addition to this, we pride ourselves in the opportunities we provide for our pupils to take part in many different enrichment and extra-curricular activities throughout lunchtime and before and after school.

We plan our curriculum in three phases and agree a long-term plan for each year group. The long-term plan shows the thematic titles, when they will be taught and to which year groups. Each subject has a detailed progression of knowledge and skills for each year group ensuring a clear learning journey for all pupils. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Years Foundation Stage and the National Curriculum. Our long-term plans are reviewed on an annual basis.

Our medium-term plans give clear guidance on the subject knowledge and skills to be taught across a theme. Where possible, we aim for teaching to be truly cross-curricular and immersive in approach. As with all areas of planning, our medium term plans may change and be adapted to the needs of the year group to ensure full immersion for the pupils and themes may be swapped between terms during the year.

The short-term plans at Ingrave Johnstone C of E Primary School are those that our teachers use on a weekly basis. These are used to set out the learning objectives for each lesson or learning sequence, and to identify what resources, activities and teaching strategies are going to be used in class to ensure the progress of all pupils.

We also want our curriculum to be enhanced by a variety of experiences that help to enrich the children's experience of learning in school and have a positive influence on their future lives. These are an integral part of our curriculum planning and include exciting school visits and experiences, extra-curricular activities, visitors in school, enactments and dress-up days, use of our beautiful locality and a residential visit to an activity centre in Suffolk.

Impact

The impact of the curriculum at our school will be evident as the children will have a deeper understanding of the world around them through the topics they have studied. All children, including those children with SEND, will have had a wider range of experiences and will transfer their knowledge and skills to new situations and other curriculum areas. This will, in turn prepare children for the next stage of their learning. Some children will have a greater depth of understanding of what they have learnt. A larger number of children will be meeting National Standards in reading, writing and maths.

In order for the children to understand and remember what they have learnt, areas of learning are revisited over the year and across year groups. We evaluate our curriculum on a termly basis and assess how it is enabling our pupils to develop their understanding.

In order to ascertain how well our pupils learn, the content outlined in our curriculum, we use a variety of assessment strategies which include:

In-School Formative Assessment (to support and inform pupil progress) including, but not restricted to:

- observational assessment
- written feedback to pupils and targets for improvement
- oral feedback
- learning conversations/conferences (adult/child, child/child, etc)
- self-assessment,
- peer assessment,
- group assessment,
- targeted questioning,
- quick recap questioning to consolidate knowledge
- moderation and assessment of exemplar work of a range of stages,
- written feedback that links to assessment criteria
- use of formal assessment materials materials

In-School Summative Assessment (to summarise children's abilities, attainment and progress more formally) including, but not restricted to:

- Foundation Stage/KS1Half termly phonic assessments,
- Year R and Year 1 baseline assessments in Reading, Phonics, Spelling, Writing and Maths
- Years 2-6 half termly STAR standardised reading tests and REN reading quizzes
- Key Stage 2: End of unit assessments in writing and maths
- Key stage 2: Annual formal assessments in Reading, Writing and Maths

Nationally Standardised Summative Assessment including, but not restricted to:

- Year 1: Year 1 Phonic Assessment
- Year 2: End of Key Stage 1 Standard Attainment Tests (SATs)
- Year 4: Multiplication Assessment
- Year 6: End of Key Stage 2 Standard Attainment Tests (SATs)

The Head Teacher and the senior leadership team have developed systems and processes that have been designed to integrate assessment recording and reporting with curriculum planning. The roles of all staff using these systems are detailed below:

The Senior Leadership Team

- Collate and analyse pupil data termly
- Brief subject leaders and staff prior to formal meetings with parents, governors or inspectors
- Provide opportunities for staff to share assessment information with colleagues
- Develop a reasonable timetable of assessment requirements and monitor its impact upon teaching and learning and standards in the school
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement
- Share data analysis reports at set calendared points with the Governing Body to ensure rigorous identification and tracking of progress, attainment, groups and gaps.
- Support class teachers in diagnosing strengths, areas for development and intervention strategies where appropriate
- Analyse and discuss pupils progress with individual teachers with direct emphasis upon key groups of pupils (such as by gender, those with SEND, etc.) and individual pupils of concern.
- Guide and support individual teachers' professional development around what support/interventions/strategies are going to be adopted/altered to ensure all pupils make the expected progress towards their targets.

The Subject Leader

- Prepares guidance and provide support for assessment within each subject.
- Organises, reviews, orders and evaluate resources (assessment)
- Takes a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings
- Consults with colleagues and moderate assessments to ensure accuracy of assessment information
- Systematically monitors each subject as it is essential for the improvement of each subject/area as per the subject development plan and in line with the SIP.
- Updates their evidence, tracking and record files throughout the year

The Class Teacher

- Prepares initial assessment activities and evaluates the results
- Prepares plans that indicate where attention has been given to assessment findings (where appropriate)
- Assesses the work and progress of all children in the class throughout the curriculum through a range of formal and informal methods
- Responds effectively and rigorously to assessments of learning and adapts teaching through support/challenge as necessary to enable pupils to achieve their potential
- Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities
- Provides information for informal and formal discussion with parents on the child's progress
- Informs the children what they are going to learn as well as success criteria, support and challenge for how to be successful. i.e. makes the learning objective explicit/unpicking success criteria
- Gives clear indications of how improvement can be made (in line with the assessment, marking and feedback policies) and provide time for them to make these improvements
- Helps children understand that learning from mistakes is at the heart of learning and something to be celebrated
- Encourages children to check work themselves and for each other
- Enters pupil data at least termly on Target Tracker and provides tracking data for analysis at the end of each term by the Senior Leadership Team
- Identifies pupils whose progress is of concern and reasons for this, for discussion at termly pupil progress meetings
- In the light of pupil progress meetings, revises and updates the intervention plans for their class to ensure that any interventions are closely matched to pupil needs going forward.
- Ensures that all staff are fully aware and briefed regarding any changes to the intervention plan e.g. teaching assistants and SENCO.

Our Approach to the Teaching of Reading and Phonics

The children in Foundation Stage and Key Stage 1 use a synthetic approach to phonics (the teaching of letters and sounds). **We use a scheme called Read Write Inc.** Children have 1 session per day, when they learn to recognise and use letters and sounds and how to build these into words that they can read and spell. They also learn to recognise and use the 100 core words.

We use different reading schemes in Key Stage 1. We use books from the Read, Write Inc., Rigby Stars and a wide selection of 'real' books. The books are graded and labelled in order of difficulty and complexity and the children move systematically through the different colour bands until they can read independently and fluently.

Children across the school have focused reading lessons, when teachers teach key comprehension and reading skills and assess children's wider progress in reading. Children who need additional support with reading in Key Stage 2 receive targeted interventions to support their progress, confidence and fluency in reading. Volunteers also come in on a regular basis to read with children across the school. Children are increasingly encouraged to read a wide range of texts, linked to their interests, authors being studied in class and research beyond the classroom. We expect that children will read books which will challenge them to extend their vocabulary and knowledge of the world, but also to read texts which are familiar to them or which they choose to read simply for enjoyment.

Once children are able to read a range of books fluently, we use the Renaissance Learning reading programme to support children's comprehension skills. They are assessed each term on their reading ability and are then given a reading range to select books from e/g/ 3.1-3.5. Once children have finished reading their book they then undertake a computer quiz, progress with which is tracked by class teachers. As pupils develop their comprehension skills, they move up through different book levels as the books increase in complexity and challenge.

Curriculum guidance

Detailed information on the curriculum we follow for each year group follows on below:

Long Term Curriculum Plan

Ingrave Johnstone Long Term Curriculum Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Main theme: All about Me People Who help Us	Main theme: Snow and Ice (Frozen)	Main theme: Superheroes	Main theme: Dinosaurs	Main theme: Plants/Growing Mini-beasts	Main theme: The Gruffalo
Year 1	Main theme: Toy Story (History) Seasonal Changes (across the year) History off the Page Human Body (Science)	Main theme: Wonderful World The United Kingdom (Geography) Materials (Science) Local walk	Main theme: Class 1's World Tour Hot and Cold Regions (Geography) Materials (Science) Music around the world	Main theme: Destination Outer Space - Significant people (History) Animals (Science) Going on a Safari (bug hunt and dress-up)	Main theme: Blooming Lovely (Science) Plants (Science) Visitor	Main theme: Blooming Lovely (Science) Plants (Science) Trip to a local nursery/Hyde Hall/Thorndon

Year 2	Main theme: The Great Fire of London (History) Uses of everyday materials (Science) History off the Page	Main theme: Be Yourself! Rosa Parks and Emily Davison (History) Animals including Humans (Science) Immersive dress-up	Main theme: All Living Things Living things and their habitats (Science) Food technology	Main theme: Maps (Geography) Living things and their habitats (Science) Local walk	Main theme: Kings and Queens Contrasting 2 monarchs (History) Plants (Science) Visit to a castle/Tower of London	Main theme: Non-European country focus – teacher to decide (Geography) Plants (Science) Teacher choice
Year 3	Main theme: Stone Age to Iron Age (History) Map work UK (Geography) Rocks and Light (Science)		Main theme: Our School and local history (History and Geography)		Main theme: Roman Britain (History) Italy – European comparison (Geography)	

	History Off the Page	Animals including humans and plants (Science) Locality trip	Forces and magnets (Science) Colchester Castle (trip to a Roman site/museum)
Year 4	Main theme: Invaders – Anglo Saxons and Vikings (History) Sound, living things and their habitats (Science) Trip to an invaders' settlement/museum	Main theme: Earthquakes and Volcanoes (Geography) States of matter and electricity (Science) Weird Science Day (related to states of matter)	Main theme: Tomb Raiders – Ancient Egyptians (History) Map work and scales (Geography) Animals including humans (Science) British Museum (Egyptian artefacts/exhibition)
Year 5	Main theme: Ancient Greeks (History) Map and scales (Geography) Space and Forces (Science) British Museum (Greek Art)	Main theme: Tudors (History) South America - geographical features (Geography) Materials (Science) Re-enactment (Kentwell/Layer Marney)	Main theme: South America – human geography (Geography) The Mayans (History) Animals including humans and plants (Science) Farm Day
Year 6	Main theme: Local Geography – physical and human (Geography)	Main theme: Evolution (Science) Animals including humans (Science) Farm Day	Main theme: World War One and Two (History) Habitats (Science) Re-enactment trip (Duxford)

	Africa – comparison of the UK with Kenya (Geography)		
	Light and electricity (Science)		
	Residential trip (adventurous activity)		

Subject Overviews

Curriculum area: ENGLISH (see Lancashire Grid Unit Summaries and non-negotiables for reading, writing and spelling units for detailed learning objectives)			
Year Group:	Year R	Year 1	Year 2
Autumn Term 1	All About Me/People Who Help Us Baseline Assessment Phoneme Sets introduced <i>(2 or 3 new phonemes weekly)</i> Oral Blending	Toy Story Fantasy (L) Non-Fiction Text	The Great Fire Of London Poems with a structure - Riddles (L) Non-chronological report (L)
<i>(Unit titles correspond to relevant Lancashire Grid Unit Summaries)</i>			
Autumn Term 2	Snow & Ice (Frozen) Phoneme Sets introduced <i>(2 or 3 new phonemes/digraphs weekly)</i> Introduce cursive letter formation Oral Blending	Wonderful World Traditional tales (L)	Be Yourself Stories as a theme (L) Instructions (L)
Spring Term 1	Superheroes	Class 1's World Tour	All Living Things

	<p>Read Write Inc introduced</p> <p>Tricky phonemes, digraphs/trigraphs introduced <i>(2 or 3 new phonemes/digraphs weekly)</i></p> <p>Oral Blending, Labelling, Introduction to sentence structure.</p>	<p>Stories from other cultures (L)</p> <p>Stories with repetitive patterns (L)</p>	<p>Stories with familiar settings (L)</p>
Spring Term 2	Dinosaurs	Destination Outer Space	Our Local Area
	<p>Read Write Inc</p> <p>Tricky phonemes, digraphs/trigraphs introduced <i>(2 or 3 new phonemes/digraphs weekly)</i></p> <p>Oral Blending, Labelling, Rhyming Captions and differentiated sentence structure activities.</p>	<p>Traditional rhymes (L)</p>	<p>Traditional tales with a twist (L)</p> <p>Persuasion (L)</p>
Summer Term 1	Growth, plants and mini-beasts	Blooming Lovely	King and Queens
	<p>Read Write Inc</p> <p>Digraphs, Trigraphs revisited <i>(Bingo Games, Phonic Resources)</i></p> <p>Oral Blending, Labelling, rhyming, captions and sentence and story structure.</p>	<p>Poem to learn by heart (L)</p> <p>Poems on a theme (L)</p>	<p>Animal Adventure Stories (L)</p> <p>Classic poems (L)</p>
Summer Term 2	The Gruffalo Read Write Inc	Blooming Lovely	Non-European country focus – teacher choice

	<p>Digraphs, Trigraphs revisited (<i>Bingo Games, Phonic Resources</i>)</p> <p>Oral Blending, Labelling, rhyming, captions and sentence and story structure.</p> <p>Children assessed against ELGs</p>	Stories by the same author (L)	<p>Stories by the same author (L)</p> <p>Poems on a theme (L)</p>
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Curriculum area: ENGLISH (see Lancashire Grid Unit Summaries and spelling units for detailed learning objectives)				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn Term1	Stone Age	Invaders – Anglo Saxons & Vikings	Ancient Greeks	Geography - Coasts
	<p>Fables (L)</p> <p>Folk Tales (L)</p>	<p>Fantasy (L)</p> <p>Poems with a structure: haiku (L)</p>	<p>Legends (L)</p> <p>Journalistic writing (additional)</p>	<p>Novel As a theme – Holes (L)</p> <p>Persuasion – Formal Review (L)</p> <p>Descriptive writing – informal letters (additional)</p>
Autumn Term 2	Stone Age	Invaders – Anglo Saxons& Vikings	Ancient Greeks	Africa – comparison of UK and non-European Country
	<p>Poems on a theme (L)</p> <p>Novel as a theme (L)</p>	<p>Fairy Tales (L)</p> <p>Poems with a structure: limericks (L)</p>	<p>Poems with Figurative Language (L)</p> <p>Film & Play Script (L)</p>	<p>Recount – Informal letters (additional)</p> <p>Classic Narrative Poetry (L)</p> <p>Non-chronological reports (additional)</p> <p>Explanation (L)</p>
Spring Term 1	Our School and Local History	Stars & Stripes – North America	Tudors	WW1

	<p>Discussion (L)</p> <p>Creative Writing (additional)</p>	<p>Explanation (L)</p>	<p>Stories with Historical Settings (L)</p> <p>Discussion – Tudors (additional)</p>	<p>Warhorse</p> <p>Narrative writing (additional)</p> <p>Poems with Imagery (L)</p> <p>Letter writing – formal persuasion (additional)</p> <p>Classic Fiction 1 - Warhorse (L)</p>
Spring Term 2	Our School and Local History	Stars & Stripes – North America	South America – geographical features	WW2
	<p>Classic Poetry (L)</p> <p>Report Writing (additional)</p>	<p>Issues and dilemmas (L)</p> <p>Classic poetry (L)</p>	<p>Poems with A Structure (L)</p> <p>Instructions (additional)</p>	<p>Recount (Biographies (L)</p> <p>Propaganda – Persuasion (additional)</p> <p>Character reviews – narrative (additional)</p>
Summer Term 1	Romans	Tomb Raiders/ Egyptians	South America – human geography	Evolution
	<p>Persuasion – Letters (L)</p> <p>Journalistic Writing (new)</p>	<p>Newspaper reports (additional)</p> <p>Film & play scripts (L)</p>	<p>Classic Narrative Poetry (L)</p> <p>Persuasion (L)</p>	<p>Detective Fiction (L)</p> <p>Poetry – free Verse (L)</p> <p>Formal letter (additional)</p>
Summer Term 2	Italy	Tomb Raiders/Egyptians	The Mayans	Shakespeare
	<p>Poems with a structure (L)</p> <p>Mystery (L)</p>	<p>Novels on a theme (L)</p> <p>Poems on a theme (L)</p>	<p>Stories from Other Cultures (L)</p> <p>Non-chronological reports (additional)</p>	<p>Graphic novels – Shakespeare (additional)</p> <p>Poetry – song lyrics (L)</p> <p>Playscripts – Y6 production (additional)</p>

Curriculum area: MATHS			
Year Group:	Year R	Year 1	Year 2
Autumn Term 1	All about me, Toys, Colours	Toy Story	The Great Fire Of London
<i>(Unit titles correspond to relevant White Rose planning documents)</i>	Place Value: Numbers to 5 Addition and Subtraction: Sorting Place Value: Comparing groups Addition and Subtraction: Change within 5 Measurement: Time	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Place Value (within 100) Number: Addition and Subtraction (including no bonds to 20 and 100)
Autumn Term 2	Dinosaurs and Nocturnal Animals	Wonderful World	Be Yourself
	Place Value: Numbers to 5 Addition and Subtraction: Sorting Place Value: Comparing groups Addition and Subtraction: Change within 5 Measurement: Time	Number: Addition and Subtraction (within 10) ctd Geometry: Shape (2D and 3D) Number: Place Value (within 20) Consolidation	Number: Addition and Subtraction ctd Measurement: Money (count money and make quantities, total, find change etc) Number: Multiplication and Division (equal groups, intro to x sign, 2 5 and 10 x table)
Spring Term 1	Superheroes	Class 1's World Tour	All Living Things
	Addition and Subtraction: Numbers to 5 Place Value: Numbers to 10 Addition and Subtraction: Addition to 10 Geometry – Shape and Space	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (multiples of 2, 5 and 10 to be included)	Number: Multiplication and Division (equal groups, divide by 2, 5 and 10) Statistics (tally, pictograms, block diagrams) Geometry: Properties of Shape (count properties, lines of symmetry, pattern making)
Spring Term 2	People Who Help Us.	Destination Outer Space	King and Queens

	Addition and Subtraction: Numbers to 5 Place Value: Numbers to 10 Addition and Subtraction: Addition to 10 Geometry – Shape and Space	Number: Place Value (within 50) (multiples of 2, 5 and 10 to be included) ctd Measurement: Length and Height (non-standard units and intro to cm) Measurement: Weight and Volume (comparison and non-standard units) Consolidation	Number: Fractions (half, quarter, third, equivalence, count in fractions) Measurement: Length and Height (measure length in cm and m, compare and order) Consolidation
Summer Term 1	Growth, plants and mini-beasts	Blooming Lovely	Our Local Area
	Geometry: Exploring Patterns Addition and Subtraction: count on and back Place Value: numbers to 20 Multiplication and Division: numerical patterns Measurement: measures	Number: Multiplication and Division (reinforce multiples of 2, 5 and 10, doubles, arrays) Number: Fractions (half and quarter of shapes and amounts) Geometry: position and direction	Position and Direction (describing movement and turns) Problem Solving and Efficient Methods (SATs prep) Measurement: Time (o'clock, half past, quarter past/to, telling time to 5 mins)
Summer Term 2	The Gruffalo, plants / recycling	Blooming Lovely	Non-European country focus – teacher to decide
	Geometry: Exploring Patterns Addition and Subtraction: count on and back Place Value: numbers to 20 Multiplication and Division: numerical patterns Measurement: measures	Number: Place Value (within 100) Measurement: money (recognising coins and notes) Time (dates, language and o'clock/half hour) Consolidation	Measurement: Time ctd Measurement: Mass, Capacity and Temperature (compare mass, g and kg, ml and l) Investigations

Curriculum area: MATHS

Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	Stone Age	Invaders – Anglo Saxons & Vikings	Ancient Greeks	Local Geography
<i>(Unit titles correspond to relevant White Rose planning documents)</i>	<p>Number: Place Value (100s, 10s and 1s, no line to 1000, compare and order)</p> <p>Number: Addition and Subtraction (range of strategies)</p>	<p>Number: Place Value (Roman Numerals, 1000s, 100s, 10s, 1s)</p> <p>Number: Addition and Subtraction (range of strategies)</p>	<p>Number: Place Value (numbers to 100,000 and 1 million, compare and order, rounding, negative nos)</p> <p>Number: Addition and Subtraction (range of strategies and inverse)</p> <p>Statistics (line graphs, two way tables)</p>	<p>Number: Place Value (numbers to 10 million, compare and order any no, round any no)</p> <p>Number: Addition, Subtraction, Multiplication and Division (short and long division, prime, square and cube nos)</p>
Autumn Term 2	Stone Age to Iron Age	Invaders – Anglo Saxons & Vikings	Ancient Greeks	Africa – comparison of UK and non-European Country
	<p>Number: Addition and Subtraction (ctd)</p> <p>Number: Multiplication and Division (equal groups, x and ÷ by 3, 4 and 8)</p> <p>Consolidation</p>	<p>Number: Addition and Subtraction ctd</p> <p>Measurement: Length and Perimeter (km, perimeter on a grid/of a rectangle)</p> <p>Number: Multiplication and Division (x/÷by 10/100, x/÷by 6, 9, 7)</p> <p>Consolidation</p>	<p>Number: Multiplication and Division (multiples, factors, prime nos, square nos, cube nos)</p> <p>Perimeter and Area (measure/calculate perimeter, area of shapes)</p> <p>Consolidation</p>	<p>Number: Fractions (add and subtract fractions, multiply and divide by integers and fractions)</p> <p>Geometry: Position and Direction (4 quadrants, translations, reflections)</p> <p>Consolidation</p>
Spring Term 1			Tudors	

	Our School – and Local History Number: Multiplication and Division (x 2 digit by 1 digit, divide 2 digit by 1 digit) Measurement: Money (£ and p, +/- money, change) Statistics (pictograms, bar charts, tables)	Stars & Stripes – North America Number: Multiplication and Division (11 and 12 x table, written x and ÷) Measurement: Area (counting squares and comparing) Fractions (equivalence, +/- fractions, greater than 1)	Number: Multiplication and Division (area model, divide with remainders) Number: Fractions (equivalence, improper fractions to mixed nos and back, +/- fractions)	Evolution Number: Decimals (3 decimal places, decimals as fractions) Number: Percentages (fractions to percentages, equivalent FDP, percentages of amount) Number: Algebra (find a rule, forming equations, pairs of values)
Spring Term 2	Our School and Local History	Stars & Stripes – North America	South America – geographical features	Evolution
	Measurement: Length and Perimeter (equivalent lengths in cm/m, +/- lengths, measure perimeter) Number: Fractions (unit and non-unit, whole, tenths, number line) Consolidation	Fractions ctd Decimals (tenths and hundredths as decimals, on no line) Consolidation	Fractions ctd Number: Decimals and Percentages (D to 2 dp, as fractions, thousandths; P as fractions and decimals) Consolidation	Measurement: Converting Units (convert and calculate metric/imperial) Measurement: Perimeter, Area and Volume (area of a triangle and parallelogram) Number: Ratio (language, symbol, scale factors) Consolidation
Summer Term 1	Romans			

	<p>Number: Fractions (equivalent, compare, order)</p> <p>Measurement: Time (to nearest minute, am/pm, durations)</p>	<p>Tomb Raiders/ Egyptians</p> <p>Decimals (write, compare, order and round decimals)</p> <p>Measurement: Money (£ and p, ordering, estimating)</p> <p>Measurement: Time (analogue to digital – 12 and 24 hour)</p> <p>Statistics (interpret charts, intro to line graphs)</p>	<p>South America – human geography</p> <p>Number: Decimals (+/- decimals within 1, crossing whole, sequences)</p> <p>Geometry: Properties of Shapes (measuring angles in degrees, using protractor, angles on a straight line)</p>	<p>World War One and Two</p> <p>Geometry: Properties of Shape (measure angles, angles in a triangle, quadrilaterals)</p> <p>Problem Solving (SATs prep)</p> <p>Statistics (line graphs, pie charts, the mean)</p>
Summer Term 2	Italy	Tomb Raiders/Egyptians	The Mayans	World War One and Two
	<p>Geometry: Properties of Shapes (right angles, parallel, perpendicular, draw shapes)</p> <p>Measurement: Mass and Capacity (measure and compare, add and subtract)</p> <p>Consolidation</p>	<p>Geometry: Properties of Shape (identify angles, triangles, quadrilaterals, lines of symmetry)</p> <p>Geometry: Position and Direction (describe position, draw/move on grid)</p> <p>Consolidation</p>	<p>Geometry: Position and Direction (first quadrant, reflection, translation, co-ordinates)</p> <p>Measurement: Converting Units (kg and km, mg and ml, metric, imperial, time)</p> <p>Measures: Volume (compare and estimate volume, estimate capacity)</p> <p>Consolidation</p>	<p>Investigations</p> <p>Consolidation</p>

Curriculum area: SCIENCE			
Year Group:	Year R	Year 1	Year 2
On-going skills:	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment 	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>
Autumn term 1	<p>To observe the effects of physical activity on their bodies.</p> <ul style="list-style-type: none"> • To begin to be interested in and describe the texture of things. • To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To look closely at similarities, differences, patterns and change. • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	Materials /Seasonal Changes	Uses of Everyday Materials
		<p>Knowledge:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	<p>Knowledge:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
		<p>Skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<p>Skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions
Autumn term 2		<p>The Human Body</p> <p>Seasonal Changes</p>	Animals inc Humans

		Knowledge: <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 	Knowledge: <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
		Skills: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	Skills: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
Spring Term 1	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment To observe the effects of physical activity on their bodies. • To begin to be interested in and describe the texture of things. • To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To look closely at similarities, differences, patterns and change.	Materials Seasonal Changes	Living Things and Their Habitats
		Knowledge: <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 	Knowledge: <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
		Skills: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways 	Skills: <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways

	<ul style="list-style-type: none"> • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions
Spring Term 2		Animals inc Humans Seasonal Changes	Living Things and Their Habitats
		Knowledge: <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	Knowledge: <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
		Skills: <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	Skills: <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions
Summer Term 1	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. <ul style="list-style-type: none"> • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay and changes over time. • To show care and concern for living things and the environment 	Plants Seasonal Changes	Plants
		Knowledge <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	Knowledge: <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants

	<p>To observe the effects of physical activity on their bodies.</p> <ul style="list-style-type: none"> • To begin to be interested in and describe the texture of things. • To eat a healthy range of foodstuffs and understand a need for variety in food. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To look closely at similarities, differences, patterns and change. • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe <p>To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<ul style="list-style-type: none"> • identify and describe the basic structure of a variety of common flowering plants, including trees • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Summer Term 2		<p>Skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<p>Skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions
		<p>Plants</p> <p>Seasonal Changes</p>	<p>Plants</p>
		<p>Knowledge:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	<p>Knowledge:</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
		<p>Skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<p>Skills:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions

Curriculum area: SCIENCE

Year Group:	Year 3	Year 4	Year 5	Year 6
Ongoing skills:	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
Autumn term 1	Rocks (Earth Rocks: Rising stars)	Sound (What's That Sound: Rising stars)	Space (Out Of This World: Rising Stars)	Light (Let It Shine: Rising Stars)

	<p>Knowledge: Know how fossils are formed. Know that things that have lived are trapped within rock and this creates fossils. Recognise that soils are made from rocks and organic matter.</p>	<p>Knowledge: Know how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Knowledge: Know how the planets in our Solar System are organised Know about the movement of the planets in relation to the sun. Know the movement of the Moon in relation to the Earth.</p>	<p>Knowledge: Recognise that light appears to travel in straight lines Recognise that objects are seen because they give out or reflect light into the eye Recognise and 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 Recognise that light is made up of more than one colour.</p>
	<p>Skills: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed Collect and record data from observations and tests Set up and carry out simple practical activities and fair tests. Use results to draw conclusions</p>	<p>Skills: Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Observe and name a variety of sounds Explore similarities and differences between sounds made in different ways Identify patterns in data Use results and form conclusions Explore various ways of making sound with different pitches Use evidence to answer questions</p>	<p>Skills: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Identify scientific evidence that has been used to support a theory Use simple models to explain scientific ideas</p>	<p>Skills: Explain why shadows have the same shape as the objects that cast them Explore how to change the size of a shadow Represent and report findings Take accurate measurements Identify and manage variables in an investigation Explore how light behaves at reflective surfaces Present findings and conclusions Use secondary sources to answer questions. Explore how light can be reflected and bent. Explore how white light can be split. Make observations and raise further questions</p>
Autumn term 2	Light (Mirror Mirror: Rising stars)	Electricity (Power It Up: Rising stars)	Optional Module (Super Scientists: Rising Stars)	Electricity (Electrifying: Rising Stars)
	<p>Knowledge: Know that dark is the absence of light. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Recognise that they need light in order to see things Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>	<p>Knowledge: Identify common appliances that run on electricity Understand the difference between mains or battery operated Understand that electricity can be dangerous Know that basic parts include cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p>Knowledge: Know what a scientist is and the different ways in which they work</p>	<p>Knowledge: Recall circuit symbols for cell, battery, switch, motor and buzzer. Recognise what is needed for a circuit to work. Present findings and conclusions. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>

		Recognise some common conductors and insulators, and associate metals with being good conductors		
	Skills: Find patterns in the way that the size of shadows change. Make shadows Explore changing shadows Record observations and make sense of them Design and carry out a fair test Research and gather key facts about how mirrors have been made over the centuries	Skills: Classify and record appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts Explore patterns produced by altering circuits Make comparative tests Use results to draw simple conclusions Use a simple circuit to create a device Apply prior learning to a problem or question	Skills: Describe the discoveries of some famous scientists Carry out some forensic tests Use forensic tests to solve a crime Identify and choose good ways of letting others know about science in the news Plan and organise a science fair	Skills: Construct simple circuits using bulbs, motors, buzzers and switches. 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. Plan how to investigate an idea by managing variables. Design and build a circuit Consider alternative forms of electricity production. Use results to make predictions and suggest further tests.
Spring Term 1	Animals inc Humans (Food and Our Bodies:Rising stars)	States of Matter (Looking At States: Rising stars)	Materials (Material World: Rising Stars)	Evolution (We're Evolving: Rising Stars)
	Knowledge: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement Know the basic parts of the skeletal system Recognise how bones and muscles help us move.	Knowledge: Recognise the differences between solids, liquids and gases Recognise when freezing, boiling and melting take place. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Knowledge: Know the properties of a range of materials Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Know that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	Knowledge: Recognise that 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 and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Recognise that observations can be used to support ideas. Know about the life and work of scientists who discover fossils.
	Skills: Gather, record and present data in different ways Observe and compare animals with and without skeletons Make systematic and careful observations	Skills: Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled Measure or research the temperature at which this happens in degrees Celsius (°C) Make careful observations about how matter changes from solid to liquid Record what has been learnt in a variety of ways Read scales accurately Use research skills to find out about temperature	Skills: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes	Skills: Collect and present data in a variety of ways Develop research skills and interpret data. Explore ideas about evolutionary timescales.

			Explain that some changes result in the formation of new materials. Plan comparative or fair tests and then take accurate measurements and make accurate observations	
Spring Term 2	Optional Module (We are Astronauts: Rising stars)	Living Things and Their Habitats (Living Things: Rising stars)	Forces (Let's Get Moving: Rising Stars)	Optional Module (We Are Dinosaur Hunters: Rising Stars)
	Knowledge: Know what happened in the 'Space Race' in the 1960s. Recognise which foods are best to take into space and explain why	Knowledge: Recognise that living things can be grouped in a variety of ways Recognise how a simple key helps identify living things Recognise that environments can change and that this can sometimes pose dangers to living things Understand some of the human impacts on specific habitats Classify the 5 vertebrate groups based on physical features Classify plants as flowering or non-flowering	Knowledge: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Knowledge: Recognise what my observations show
	Skills: Observe and draw the moon from real life and secondary sources Make a model rocket and explain how it works Design and build some model rockets and a moon lander.	Skills: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Observe key features of living things Examine invertebrates in their environment Make careful observations Ask relevant questions in order to sort and classify To devise and use a key to identify common trees by their leaves	Skills: Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Plan, carry out and explain fair tests To set up, carry out and make sense of a variety of investigations Design and make machines that use levers, pulleys, springs and gears	Skills: To make accurate measurements. Record and interpret results. Use results to make predictions. Make accurate observations Present and evaluate the findings from their enquiries. Make detailed observations. Decide if I agree with other people's results and ideas. Say how good my evidence is and whether it needs more research.
Summer Term 1	Forces and magnets (Opposites Attract: Rising stars)	Animals Including Humans (Teeth and Eating: Rising stars)	Living Things and Their Habitats (Circle of Life: Rising Stars)	Living Things and their Habitats (Classifying Critters: Rising Stars)
	Knowledge: Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Recognise that magnets have two poles. Know that some materials are attracted to magnets and others are not.	Knowledge: Recognise why we must take good care of teeth Describe the simple functions of the basic parts of the digestive system in humans Recognise what a food chain represents Identify producers, predators and prey	Knowledge: Recognise the life process of reproduction in some animals Recognise and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Knowledge: Recognise that living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Know the difference between vertebrates and invertebrates. Know that fungi are one of the five kingdoms of living things. Know that moulds are a type of fungi, as is yeast. Recognise that fungi can be helpful and harmful.
	Skills:	Skills:	Skills:	Skills:

	<p>Compare how things move on different surfaces. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Classify different types of teeth and their functions Make observations and form conclusions Record findings using scientific language and labelled diagrams Construct and interpret a variety of food chains</p>	<p>Taking measurements and presenting findings from enquiries Report and present findings from enquiries</p>	<p>Give reasons for classifying plants and animals based on specific characteristics. Observe similarities and differences and use them to classify living things. Decide on the best way to present evidence. Find out what yeast needs to live. Interpret observations and use them to develop explanations.</p>
Summer Term 2	Plants (How Does Your Garden Grow: Rising stars)	Optional Module (Brilliant Bubbles: Rising stars)	Animals Including Humans (Growing Up and Growing Old: Rising Stars)	Animals Including Humans (Staying Alive: Rising Stars)
	<p>Knowledge: Know that a plant needs air, light, water, nutrients from soil, and room to grow Know the life cycle of flowering plants Understand how flowering plants form and disperse seeds.</p>	<p>Knowledge: Recognise that bubbles can vary in shape and size. Know that bubbles can be affected by different variables.</p>	<p>Knowledge: Recognise the changes that happen as we get older, including puberty/adolescence.</p>	<p>Knowledge: Identify and name the main parts of the human circulatory system, Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Understand the need for a healthy balanced diet. Recognise the effects of drugs on the body.</p>
	<p>Skills: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, pollination, seed formation and seed dispersal. Set up simple practical enquiries Ask relevant questions and use different types of scientific enquiry to answer them Record findings using drawings and labelled diagrams</p>	<p>Skills: Identify, observe and record variables that affect bubbles Set up practical enquiries and fair tests. Test how much air sweets contain Evaluate an experiment, commenting on the design and data. Carry out a survey to find the best tasting sherbet. Present survey results and consider further questions. Identify similarities, differences and changes in results from experiments.</p>	<p>Skills: Describe the changes as humans develop to old age Compare and analyse the gestation periods of different animals Describe the changes that happen to us as we enter old age Consider the impact of living longer</p>	<p>Skills: Describe the functions of the heart, blood vessels and blood Describe the ways in which nutrients and water are transported within animals, including humans. Analyse data and suggest how it supports ideas about a healthy diet and lifestyle.</p>

Curriculum area: RELIGIOUS EDUCATION KS1:(There will be overlap as the units don't necessarily run by half terms, see yearly overview)

Year Group:	Year R	Year 1	Year 2
Autumn term 1	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 1, Theology: Who is God and why is the word so important to Christians?</p> <p>Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The word God is a name ✓ Christians believe God is the creator of the universe ✓ Christians believe God made our wonderful world and we should look after it <p>Skills:</p> <ul style="list-style-type: none"> • Communication and language development • Personal, social and emotional development • Literacy • Understanding the world • Expressive arts and design 	<p>Enquiry 1, Philosophy: What do my senses tell me about the world of religion and belief?</p> <p>Christian, Hindu, Jewish</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The five senses (see, hear, smell, touch, taste) ✓ Worship practices, e.g. Hindu Puja ✓ Visual art, e.g. Murti / Image of Hindu God ✓ Artefacts, e.g. Art Lamp has five wicks one for each blessing ✓ Smell – incense is used as part of Hindu worship at a shrine ✓ Taste – food such as fruit is left at the shrine as an offering to the Gods <p>Skills: Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.</p> <p>B. How and whether things make sense Give a simple reason using the word 'because' when talking about religion and belief</p> <p>C. Issues of right and wrong, good and bad Using religious and belief stories to talk about how beliefs impact on how people behave.</p>	<p>Enquiry 1, Theology: Why is light an important symbol for Christians, Jews and Hindus? Christian, Jewish, Hindu.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The Christian belief that Jesus is the Light of The World (John 8:12). ✓ How the Diwali story reflects Hindu beliefs about good and evil. ✓ How the Hanukkah story reflects Jewish beliefs about God as provider. ✓ The symbolic meaning of lighting the Shabbat Candle. ✓ Retell at least one narrative where light is an important symbol. ✓ Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. ✓ Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives. <p>Skills: Theology</p> <p>A. Where beliefs come from Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.</p> <p>D. How beliefs shape the way believers see the world and each other Give different examples of how _____ beliefs influence daily life.</p>

Autumn term 2	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 2, Theology: Why do Christians perform Nativities at Christmas?</p> <p>Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Christians believe God came to Earth in Human form as Jesus. ✓ Christians believe Jesus came to show that all people are precious and special to God. <p>Christmas story and activities</p>	<p>Enquiry 2, Human & Social Science: How does a celebration bring a community together?</p> <p>Muslim, Christian</p> <p>Knowledge:</p> <p>How Christians celebrate Christmas.</p> <p>How Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha).</p> <ul style="list-style-type: none"> ✓ How these festivals help to bring the religious communities together. Recognise the meanings of the term Christian and Muslim. ✓ Recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr). ✓ Recognise ways in which a celebration can encourage a sense of belonging within a faith community. <p>Skills: Social Human Sciences</p> <p>a. The diverse nature of religion Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Enquiry 2, Theology: What does the nativity story teach Christians about Jesus?</p> <p>Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The Christian belief that God became human in Jesus. ✓ The Nativity narratives are in the books of Luke and Matthew in the Bible. ✓ How incarnation and salvation relate to one another for Christians. ✓ Jesus is an important and historical figure to Christians. ✓ Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving. ✓ Retell the Christmas story. ✓ Recognise that Christians believe Jesus was sent by God to be him in the flesh. ✓ Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. ✓ Recognise the connection between Christmas and Easter. <p>Skills Theology</p> <p>B. Where beliefs come from Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.</p> <p>C. How beliefs relate to each other</p>

		<p>Christmas story and activities</p>	<p>Recognise that some beliefs connect together and begin to talk about these connections.</p> <p>D. How beliefs shape the way believers see the world and each other</p> <p>Give different examples of how _____ beliefs influence daily life</p> <p>Christmas story and activities</p>
Spring Term 1	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 1 revisited, Theology: Who is God and why is the word so important to Christians?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The word God is a name ✓ Christians believe God is the creator of the universe ✓ Christians believe God made our wonderful world and we should look after it <p>Skills: Communication and language development</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Literacy • Understanding the world <p>Expressive arts and design</p> <p>Christian</p> <p>Bible Stories as suitable.</p>	<p>Enquiry 3, Theology: What do Jewish people remember on Shabbat?</p> <p>Jewish</p> <ul style="list-style-type: none"> ✓ The Jewish story of creation and relate it to observing Shabbat. ✓ Jews believe in one God and that He is the creator. ✓ Shabbat is celebrated as a weekly tradition for Jewish families. ✓ The symbolism of the key artefacts used during Shabbat: <ul style="list-style-type: none"> ○ Candles – are lit before Shabbat to create peace in the home ○ Challah Bread – a special plaited bread to show how Jews love Shabbat ○ Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat ✓ Zemirot – the special songs sung at the table for Shabbat Retell the Jewish story of Creation. ✓ Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. ✓ Recognise that the practice of Shabbat shows a strong relationship between Jews people and God. <ul style="list-style-type: none"> ○ 	<p>Enquiry 3, Human & Social Science: How do Christians belong to their faith family?</p> <p>Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The importance of worshipping together on a Sunday. ✓ How First Communion, Christenings and Baptisms show Christians belong to their faith family. ✓ How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family. ✓ How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship. ✓ The use of light and water in both infant and adult baptism/christening. ✓ The different symbols (cross/fish) that show belonging. ✓ The church as a group of people/faith family not only a building. ✓ How using the name Christian means they belong to their faith family. ✓ Identify how Christians beliefs impact on their worship and sense of belonging. ✓ Identify some Christians symbols and artefacts.

		<p>Skills:</p> <p>Theology</p> <p>A. Where beliefs come from Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> <p>C. How beliefs relate to each other Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p> <p>D. How beliefs shape the way believers see the world and each other Give an example of how Jews use beliefs to guide their daily lives</p>	<p>Identify different ways in which Christians show they belong to their faith family.</p> <ul style="list-style-type: none"> ✓ Recognise that some people call themselves Christians. <p>Skills:</p> <p>Social Human Sciences</p> <p>A. The diverse nature of religion Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p> <p>B. Diverse ways in which people practice and express beliefs Identify evidence of religion and belief especially in the local area.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>
Spring term 2	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 3, Theology focus: Why do Christians put a cross in an Easter garden?</p> <p>Christian</p> <p>By the end of our learning we will</p> <ul style="list-style-type: none"> ✓ Christians remember Jesus' last week at Easter. ✓ Jesus' name means 'He saves' ✓ Christians believe Jesus came to show God's love. ✓ Christians try to show love to others. 	<p>Enquiry 4, Theology focus: What does the cross mean to Christians?</p> <ul style="list-style-type: none"> ✓ The Easter narrative in the Bible. ✓ Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). ✓ Christians believe Jesus came back to life (resurrection). ✓ Christians believe Easter gives people hope of a new life, now and in the future. ✓ Give a clear, simple account of the Easter Story. 	<p>Enquiry 4, Human & Social Science: How do Jewish people celebrate Passover (Pesach)?</p> <p>Jewish</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ What is the Seder Meal. ✓ The story of the Passover in the context of Exodus. ✓ Symbolism of each part of the Seder plate (bitter herbs, Charoset, Karpas, Zeroah, Beitzah and Three Matzot) ✓ Jewish family traditions related to Passover.

	<p>Skills: Communication and language development</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Literacy • Understanding the world • Expressive arts and design <p>Easter story and activities</p>	<ul style="list-style-type: none"> ✓ Recognise that the Easter Story contains Christian beliefs about salvation. ✓ Recognise that the Easter Story is a source of hope for Christians. <p>Skills: Theology</p> <p>A. Where beliefs come from Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p> <p>C. How beliefs relate to each other Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.</p> <p>D. How beliefs shape the way believers see the world and each other Give an example of how Christians use beliefs to guide their daily lives</p> <p>Easter story and activities</p>	<ul style="list-style-type: none"> ✓ The importance of Moses within Judaism. ✓ Recognise that Passover (Pesach) is a Jewish festival. ✓ Identify ways in which Passover can have an impact on Jewish daily life and family. ✓ Identify evidence of religion and belief especially in the local area (through visit to Synagogue/Visiting Jew). <p>Skills:</p> <p>Social Human Sciences</p> <p>A. The diverse nature of religion Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p> <p>B. Diverse ways in which people practice and express beliefs Identify evidence of religion and belief especially in the local area.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p> <p>Easter story and activities</p>
Summer Term 1	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 4, Theology focus: Do different people have different beliefs? <i>(Include non-religious views)</i></p>	<p>Enquiry 5, Philosophy: How did the universe come to be?</p> <p>Hindu, Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The creation stories within Christian and Hindu traditions. 	<p>Enquiry 5, Why do people have different views about the idea of God?</p> <p>Multi/Humanist</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The word 'God' is a name.

		<ul style="list-style-type: none"> ✓ Non-religious ideas about how the origin of the universe. ✓ Reasons why people look after the world. ✓ Examples of how people look after the world. ✓ Ask at least one question about the origin of the universe. ✓ Give a simple reason, using the word 'because', for the origin of the universe. ✓ Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). ✓ Know that beliefs about the origin of the universe influence how individuals treat the world around them. <p>Skills: Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.</p> <p>B. How and whether things make sense Give a simple reason using the word 'because' when talking about religion and belief.</p> <p>C. Issues of right and wrong, good and bad Using religious and belief stories to talk about how beliefs impact on how people behave</p>	<ul style="list-style-type: none"> ✓ The key beliefs about God from at least two different religions/worldviews. ✓ How a person's behaviour is connected to their view of God. ✓ Two different stories/narratives that illustrate beliefs about God. ✓ To give a reason why a member of at least one religious community might believe in God. ✓ To give a reason why a person might not believe in God. ✓ To give an example of what a member of a religious community might believe about God. ✓ Make connections between people's beliefs of right and wrong and their belief about God. <p>Skills: Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them Talk about what people mean when they say they 'know' something.</p> <p>B. How and whether things make sense Give a reason to say why someone might hold a particular belief using the word 'because'</p>
Summer Term 2	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	Bible stories and activities suitable to age group.	Bible stories and activities suitable to age group.	Bible stories and activities suitable to age group.

Curriculum area: RELIGIOUS EDUCATION KS2: (There will be overlap as the units don't necessarily run by half terms, see yearly overview)				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term 1	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 1, Human and Social Sciences: How do people express commitment to a religion or world view in different ways? Hindu/Jewish/Sikh/Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The importance of rites of passage in terms of religious identity. ✓ The role of baptism (infant and adult) in shaping religious identity in the Christian community. ✓ The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. ✓ The Amrit ceremony as a milestone in shaping religious identity in the Khalsa. ✓ Identify a range of ways in which religious belief can impact daily life. 	<p>Enquiry 1, Theology: Where do religious beliefs come from? Christian</p> <p>Knowledge: God: Christian belief in ho is described as Trinity (Father, Son, Holy Spirit).</p> <ul style="list-style-type: none"> ✓ Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds. ✓ Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law. ✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. ✓ Christian belief that humans are made in God's image but became sinful and need saving. 	<p>Enquiry 1, Philosophy: Is believing in God reasonable? Multi/Humanist</p> <ul style="list-style-type: none"> ✓ Definitions of belief: Atheist, Agnostic, Theist. ✓ Pascal's Wager, as an example of a philosophical explanation. ✓ Humanism, as an example of a philosophical stance. ✓ How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion. ✓ How to form a coherent argument to support or oppose the existence of God. 	<p>Enquiry 1, Human and Social Science: How and why does religion bring peace and conflict? Multi</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The story of David and Goliath ✓ Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict ✓ Interpretations lead to beliefs about how to behave ✓ It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few ✓ 'Holy' wars are justified by religions ✓ Lots of wars are started because of non-religious causes <p>Many people see war to be a last resort and seek peace</p>

	<ul style="list-style-type: none"> ✓ Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. ✓ Identify some similarities and differences in how people practise and express beliefs about commitment. <p>Skills: Human and Social Sciences</p> <p>A. The diverse nature of religion Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>B. Diverse ways in which people practice and express beliefs Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<ul style="list-style-type: none"> ✓ Textual theology: consideration of genre, author, context and audience in relation to the Bible. ✓ Identify the Bible as a source of authority for Christians. ✓ Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs. ✓ Identify the crucifixion of Jesus as an event which has shaped Christian belief. ✓ Describe how individuals, communities, society and experiences can shape beliefs. <p>Skills: Theology</p> <p>A. Where beliefs come from Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.</p> <p>D. How beliefs shape the way believers see the world and each other Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p>	<ul style="list-style-type: none"> ✓ Explain different philosophical and theological answers to questions about a belief in God. ✓ Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance. ✓ Explain, using a range of reasons, whether a position or argument is coherent and logical. ✓ Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God. <p>Skills: Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers understand abstract concepts.</p> <p>B. How and whether things make sense Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.</p>	<ul style="list-style-type: none"> ✓ Recognise the controversial nature of this topic, explaining divergent views relating to it. ✓ Explain what at least two religions believe about peace and conflict. ✓ Analyse the relationship between peace and pacifism. ✓ Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine. <p>Skills: Social Human Sciences</p> <p>A. The diverse nature of religion Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
Autumn term 2	Overview of knowledge and skills	Overview of knowledge	Overview of knowledge and skills	Overview of knowledge and skills
	Enquiry 2, Theology: What is the Trinity? Christian	Enquiry 2, Philosophy: What do we and skills mean by truth? Is seeing believing? Multi, inc Sikh views on God as truth	Enquiry 2, Human and Social Science: How has belief in Christianity/Islam impacted on music and art though history? Islam/Christianity	Enquiry 2, Theology: Who do Buddhists explain the suffering in the world? Buddhism

	<ul style="list-style-type: none"> ✓ Knowledge: God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). ✓ Jesus: As God incarnate, also known as the Son of God. ✓ Incarnation: Jesus as one of the three persons of the Trinity. ✓ Holy Spirit: God as spiritually active in the world. ✓ Show awareness of the Biblical origins of Christian teachings of the Trinity. ✓ Identify different types/genres of writing within the Bible. ✓ Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). ✓ Identify how Christian baptism uses and expresses the doctrine of Trinity. ✓ Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world. <p>Skills: Theology</p> <p>A. Where beliefs come from Show awareness of different sources of authority and how they link with beliefs.</p> <p>B. Where beliefs come from Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p>C. How beliefs relate to each other Identify some links between beliefs being studied within a religion or worldview.</p> <p>D. How beliefs shape the way believers see the world and each other Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ✓ At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator (see supplementary ideas) ✓ The difference between knowledge, belief and opinion. ✓ The complex nature of concepts such as truth and reality. ✓ Debates about whether something can be proven. ✓ Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. ✓ Use of the term Waheguru and other titles used for God. ✓ Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. ✓ Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. ✓ Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. <p>Skills: Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Explain divergent role of music in worship in the history of the Christian Church. ✓ Explain how art has been used in Christianity to reflect key events and facilitate worship. ✓ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. ✓ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. ✓ Show awareness that talking about beliefs can also shape beliefs. ✓ Describe ways in which beliefs shape individuals and communities <p>Skills: Human and Social Sciences</p> <p>A. The diverse nature of religion Show awareness that talking about religion and belief can be complex.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p> <p>Christmas story and activities</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts. ✓ The use of Jakata Tales as a source of moral guidance. ✓ The different views about the nature of knowledge, meaning and existence. ✓ Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. ✓ Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. ✓ Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. ✓ Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. ✓ Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <p>Skills: Theology</p> <p>C. How beliefs relate to each other Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews</p>
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	Christmas story and activities	<p>B. How and whether things make sense Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>C. Issues of right and wrong, good and bad Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p> <p>Christmas story and activities</p>		<p>D. How beliefs shape the way believers see the world and each other Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others</p> <p>Christmas story and activities</p>
Spring Term 1	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 2, Theology: What is the Trinity? Christian</p> <p>As last half term.</p>	<p>Enquiry 2, Philosophy: What do we mean by truth? Is seeing believing? Multi, inc Sikh views on God as truth</p> <p>As last half term.</p>	<p>Enquiry 2, Human and Social Science: How has belief in Christianity/Islam impacted on music and art though history? Islam/Christianity</p> <p>As last half term.</p>	<p>Enquiry 2, Theology: Who do Buddhists explain the suffering in the world? Buddhism</p> <p>As last half term.</p>
Spring Term 2	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 3, Philosophy: What is philosophy? How do people make moral decisions? Christian/Humanist</p> <ul style="list-style-type: none"> ✓ Knowledge: Difference between knowledge, belief and opinion. ✓ The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. ✓ The nature of a philosophical question. ✓ Awareness of variant perspectives about whether some things can be proven. ✓ The influence on moral decision making of factors such as experience, 	<p>Enquiry 3, Human and Social Science: How do/have religious groups contribute to society and culture? Hindu and Christian</p> <ul style="list-style-type: none"> ✓ Knowledge: Christian teachings about compassion and care for the most vulnerable in society e.g. Agape, "Love your neighbour ..." ✓ Hindu teachings about compassion and care for the most vulnerable in society e.g. seva (to serve selflessly), following dharma (duty). ✓ The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. 	<p>Enquiry 3, Philosophy: What can we learn about the world, knowledge and meaning of life from the great philosophers? Buddhist/Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. ✓ The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. ✓ The work of one or two key philosophers such as Socrates/Plato and Descartes. ✓ Consideration of consequences of action in relation to karma. 	<p>Enquiry 3, Philosophy: What does it mean to be human? Is being happy the greatest purpose in life? Humanist/Christian</p> <ul style="list-style-type: none"> ✓ Knowledge: St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin. ✓ Theological understandings of right and wrong. ✓ Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering.

	<p>family, history, culture or community (including religious communities).</p> <ul style="list-style-type: none"> ✓ Utilitarianism or Hedonism as a way of making moral decisions. ✓ Talk about the difference between knowing and believing. ✓ Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. ✓ Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. <p>Skills: Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Talk about the difference between knowing and believing.</p> <p>B. How and whether things make sense Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>C. Issues of right and wrong, good and bad Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Easter story and activities</p>	<ul style="list-style-type: none"> ✓ The role of the Hindu community in charity work as an expression of dharma e.g. Sewa UK, Bochasanwasi Shri Akshar Purushottam Swaminarayan Sanstha. ✓ The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi ✓ Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. ✓ Describe ways in which dharma impacts on and influences Hindu life and society. ✓ Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism. ✓ Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. <p>Skills:</p> <p>Human and Social Sciences</p> <p>A. The diverse nature of religion Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>B. Diverse ways in which people practice and express beliefs Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p>	<ul style="list-style-type: none"> ✓ Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. ✓ Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul. ✓ Have an understanding of the Analogy of the Cave and what it says about existence and knowledge. <p>Skills: Philosophy</p> <p>A. The Nature of knowledge, meaning and existence In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept</p> <p>B. How and whether things make sense Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not.</p> <p>C. Issues of right and wrong, good and bad Explain a range of answers to the question 'is it possible for something to always be right?' showing that there are many different opinions about this.</p> <p>Easter story and activities</p>	<ul style="list-style-type: none"> ✓ Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. ✓ What is Utilitarianism? And how does this relate to making moral decisions. ✓ Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher. ✓ Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life. ✓ Use well-chosen pieces of evidence to support and counter a particular argument. <p>Skills:</p> <p>Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p> <p>B. How and whether things make sense Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument</p>
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Summer Term 1	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 4, Theology: What do Muslims believe about God? Islam</p> <p>Knowledge: The concept of Tawhid.</p> <ul style="list-style-type: none"> ✓ The impact of Tawhid on Muslims. ✓ The impact of The Qur'an containing the actual words of God. ✓ How the existence of God is explained in Muslim teachings. ✓ How the Muslim view of deity differs from that of other religions. ✓ Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. ✓ Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. ✓ Begin to understand this in the context of the three Abrahamic religions. ✓ Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. ✓ Recognise that there are many different answers to the question, 'What is God like?' <p>Theology</p>	<p>Enquiry 4, Human and Social Science: Why is there so much diversity of belief within Christianity? Christian (includes some theological aspects)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Understand the Church as a global community of Christian believers. ✓ Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. ✓ Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. ✓ The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. ✓ Identify a key event which influenced Christianity e.g. Martin Luther and the Reformation ✓ Describe the difference between the terms 'religion' and 'belief'. 	<p>Enquiry 4, Theology: What difference does the Resurrection make to Christians? Christian</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. ✓ Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). ✓ Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus . ✓ Festivals: the diverse ways in which people celebrate festivals such as Easter. ✓ Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. ✓ Describe the connections between sacrifice in the OT and NT and the link to Jesus as the ultimate sacrifice. ✓ Describe the significance of resurrection and how it shapes 	<p>Enquiry 4 Theology: Creation or science – conflicting or complementary? Christian/Humanist</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Creation: Christian belief that humans are made in God's image, by God. ✓ Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations. ✓ Scientific Theory: The Big Bang Theory. ✓ Textual theology: consideration of the genre of Genesis. ✓ Logic: debates about whether some things can be proven. ✓ Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. ✓ Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. ✓ Begin to analyse the reliability of the sources of the different ideas of how the universe came to be. <p>Skills:</p>

	<p>A. Where beliefs come from Show awareness of different sources of authority and how they link with beliefs.</p> <p>B. Where beliefs come from Identify different types of writing and give an example of how a believer might interpret a source of authority</p> <p>C. How beliefs relate to each other Identify some links between beliefs being studied within a religion or worldview.</p> <p>D. How beliefs shape the way believers see the world and each other Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>✓ Describe some of the varying ways in which Christianity is practised locally, nationally and globally.</p> <p>✓ Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation.</p> <p>Skills: Human and Social Sciences</p> <p>A. The diverse nature of religion Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>B. Diverse ways in which people practice and express beliefs Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p> <p>Theology</p> <p>B. How beliefs change over time Identify events in history and society, which have influenced some religious and non-religious worldviews.</p>	<p>how Christians see the world and others.</p> <p>✓ Describe how the resurrection effects how Christians might live their lives.</p> <p>Skills: Theology</p> <p>B. Where beliefs come from Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p> <p>C. How beliefs relate to each other Describe the connections between different beliefs being studied and link them to sources of authority.</p> <p>D. How beliefs shape the way believers see the world and each other Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.</p>	<p>Theology</p> <p>A. Where beliefs come from Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p>C. How beliefs relate to each other Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews</p> <p>D. How beliefs shape the way believers see the world and each other Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others</p>
Summer Term 2	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
	<p>Enquiry 5, Human and Social Science: What difference does being a Muslim make to daily life? Islam</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Awareness of the diverse nature of Islam locally, nationally and globally. ✓ Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and 	<p>Enquiry 5, Philosophy; What does sacrifice mean? Multi/Humanist</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ At least one interpretation of the term 'sacrifice' ✓ The Fourth Pillar of Islam and the place of self-sacrifice in Islam 	<p>Enquiry 5, Theology: How do Hindus make sense of the world? Hindu</p> <p>Knowledge:</p> <ul style="list-style-type: none"> ✓ Hindus believe in in a God with many faces Brahma. ✓ Hindus believe truth is eternal. ✓ Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues. 	<p>Enquiry 5, Human and Social Science: How do beliefs shape identity for Muslims? Islam (prep for KS3)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • The ways in which the Qur'an and Hadith form a source of authority. • Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). • Muslim perspectives on moral issues including the idea of 'intention'.

	<p>architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.</p> <ul style="list-style-type: none"> ✓ Awareness of the two main Muslims traditions: Sunni and Shia. ✓ Awareness of diversity of expression, particularly in relation to the pictorial presentations. ✓ Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj. ✓ Identify how a person's beliefs and actions align them with the religion if Islam. ✓ Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. ✓ Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. <p>Skills: Human and Social Sciences</p> <p>A. The diverse nature of religion Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p> <p>B. Diverse ways in which people practice and express beliefs Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Identify a range of ways in which beliefs can have an impact on a believer's daily life,</p>	<ul style="list-style-type: none"> ✓ Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. ✓ Humanist views on altruism and charity, considering the reasoned approach to these. ✓ Describe different philosophical and theological answers to questions about sacrifice ✓ Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world ✓ Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims ✓ Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts. <p>Philosophy</p> <p>A. The Nature of knowledge, meaning and existence Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>B. How and whether things make sense Give reasons for more than one point of view, providing pieces of evidence to support these views.</p> <p>Theology</p> <p>E. How beliefs shape the way believers see the world and each other Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.</p>	<ul style="list-style-type: none"> ✓ Karma – how Hindus act for others and themselves. ✓ Murti –an image, statue of the divine and seen as a deity. ✓ Samsara – the cycle of birth, death and rebirth ✓ Moksha – is when the soul passes through many lives. ✓ Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses. ✓ Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions. ✓ Describe different sources of authority and how they link with beliefs. ✓ Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. ✓ Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. ✓ Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. ✓ Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <p>A. Skills: The diverse nature of religion</p>	<ul style="list-style-type: none"> • The role of the Masjid (mosque). • The significance and impact of Five Pillars of Islam. • The importance of Ramadan, the two Eid festivals and Jummah Prayers. • Explain different sources of authority and the connections with beliefs. • Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. • Explain connections different beliefs being studied and link them to sources of authority using theological terms. • Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others. • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <p>Skills: Social/ Human Sciences</p> <p>B. Diverse ways in which people practice and express beliefs Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
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	<p>their family, community and society.</p>		<p>Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be complex.</p> <p>B. Diverse ways in which people practice and express beliefs</p> <p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews</p> <p>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	
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Year Group:	Year R	Year 1	Year 2
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge
<p>Key::</p> <p>A1 = Autumn 1 – Unit 1</p> <p>A2 = Autumn 2 – Unit 2</p>		<p>A1: We are treasure hunters - using programmable toys</p> <p>A2: We are TV chefs -filming the steps of a recipe.</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. 	<p>A1: We are astronauts-programming on-screen (OUTSIDE and SCRATCH).</p> <p>A2: We are games testers-exploring how computer games work (SCRATCH).</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private.
Autumn term	Overview of skills	Overview of skills	Overview of skills
	<p><u>Technology:</u></p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> Understand that a programmable toy can be controlled by inputting a sequence of instructions. Develop and record sequences of instructions. As an algorithm, program the toy to follow their algorithm. Debug their programs. Predict how their programs will work. Break down a process into simple, clear steps, as in an algorithm. Use different features of a video camera. Use a video camera to capture moving images. Develop collaboration skills. Discuss their work and think about how it could be improved. 	<ul style="list-style-type: none"> Have a clear understanding of algorithms as sequences of instructions. Convert simple algorithms to programs. Predict what a simple program will do. Spot and fix (debug) errors in their programs. Describe carefully what happens in computer games. Use logical reasoning to make predictions of what a program will do and test these predictions. Think critically about computer games and their use be aware of how to use games safely and in balance with other activities.
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge

<p>Key:</p> <p>S1: Spring 1 – Unit 3</p> <p>S2: Spring 2 – Unit 4</p>		<p>S1: We are painters-illustrating an eBook.</p> <p>S2: We are collectors –finding images using the web.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private. • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>S1: We are photographers-taking better photos.</p> <p>S2: We are researchers-researching a topic.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Spring Term	Overview of skills	Overview of skills	Overview of skills
	<p><u>Technology:</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goal</u></p>	<ul style="list-style-type: none"> • Use the web safely to find ideas for an illustration select and use appropriate painting tools to create and change images on the computer. • Understand how this use of ICT differs from using paint and paper. • Create an illustration for a particular purpose. • Know how to save, retrieve and change their work, reflect on their work and act on feedback received. 	<ul style="list-style-type: none"> • Consider the technical and artistic merits of photographs. • Use a digital camera or camera app. • Take digital photographs, review and reject or pick the images they take, edit and enhance their photographs. • Select their best images to include in a shared portfolio. • Develop collaboration skills through working as part of a group.

	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	<ul style="list-style-type: none"> Find and use pictures on the web, know what to do if they encounter pictures that cause concern. Group images on the basis of a binary (yes/no) question. Organise images into more than two groups according to clear rules. Sort (order) images according to some criteria. Ask and answer binary (yes/no) questions about their images. 	<ul style="list-style-type: none"> Develop research skills through searching for information on the internet. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation.
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge
Key: S1: Summer 1 - Unit 5 S2: Summer 2 – Unit 6		S1: We are storytellers-producing a talking book. S2: We are celebrating-creating a card digitally <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	S1: We are detectives-collecting clues S2: We are zoologists-collecting data about bugs <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Summer Term	Overview of skills	Overview of skills	Overview of skills
	<u>Technology:</u> • Completes a simple program on a computer.	<ul style="list-style-type: none"> Use sound recording equipment to record sounds. Develop skills in saving and storing sounds on the computer. Develop collaboration skills as they work together in a group. 	<ul style="list-style-type: none"> Understand that email can be used to communicate develop skills in opening, composing and sending emails Gain skills in opening and listening to audio files on the computer.

	<ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goal</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> • Understand how a talking book differs from a paper-based book. • Talk about and reflect on their use of ICT. • Share recordings with an audience. • Develop basic keyboard skills, through typing and formatting text. • Develop basic mouse skills. • Use the web to find and select images. • Develop skills in storing and retrieving files. • Develop skills in combining text and images. • Discuss their work and think about whether it could be improved. 	<ul style="list-style-type: none"> • Use appropriate language in emails. • Develop skills in editing and formatting text in emails. • Be aware of online safety issues when using email. • Sort and classify a group of items by answering questions. • Collect data using tick charts or tally charts. • Use simple charting software to produce pictograms and other basic charts. • Take, edit and enhance photographs. • Record information on a digital map.
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Curriculum area: COMPUTING				
Year Group:	Year 3	Year 4	Year 5	Year 6

Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
<p>Key::</p> <p>A1 = Autumn 1 – Unit 1</p> <p>A2 = Autumn 2 – Unit 2</p>	<p>A1: We are programmers</p> <p>-programming an animation</p> <p>A2: We are bug fixers-finding and correcting bugs in programs</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence ... in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software to design and create content that accomplish-(es) given goals, including ... presenting information. Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>A1: We are software developers-developing a simple educational game</p> <p>A2: We are toy designers-prototyping an interactive toy</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>A1: We are game developers-developing an interactive game</p> <p>A2: We are cryptographers-cracking codes</p> <ul style="list-style-type: none"> Design, write and debug programs that specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; Identify a range of ways to report concerns about content and contact. 	<p>A1: We are adventure gamers – making a text-based adventure game.</p> <p>A2: We are computational thinkers – mastering algorithms for searching, sorting and mathematics.</p> <ul style="list-style-type: none"> Design, write and debug programs that specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals. Use sequence, selection and repetition in programs: work with variables and various forms of input and output. Use logical reasoning to explain how some single algorithms and programs.

Autumn term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Create an algorithm for an animated scene in the form of a storyboard. Write a program in Scratch to create the animation. Correct mistakes in their animation programs. Develop a number of strategies for finding errors in programs. Build up resilience and strategies for problem solving. Increase their knowledge and understanding of Scratch recognise a number of common types of bug in software. 	<ul style="list-style-type: none"> Develop an educational computer game using selection and repetition. Understand and use variables, start to debug computer programs. Recognise the importance of user interface design, including consideration of input and output. Design and make an on-screen prototype of a computer-controlled toy. Understand different forms of input and output (such as sensors, switches, motors, lights and speakers). Design, write and debug the control and monitoring program for their toy. 	<ul style="list-style-type: none"> Create original artwork and sound for a game. Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables. Detect and correct errors in their computer game. Use iterative development techniques (making and testing a series of small changes) to improve their game. Be familiar with Semaphore and Morse code. Understand the need for private information to be encrypted. Encrypt and decrypt messages in simple ciphers. Appreciate the need to use complex passwords and to keep them secure. Have some understanding of how encryption works on the web. 	<ul style="list-style-type: none"> Learn some of the syntax of text based learning. Use commands to display text on the screen, accept user input, store and retrieve data using variable and select from a list. Plan a text-based adventure with multiple 'rooms' and user interaction. Thoroughly debug a program. Understand how some key algorithms can be expressed as programs. Understand that some algorithms are more efficient than others for the same problem. Understand common algorithms for sorting and searching. Appreciate algorithmic approaches to problems in mathematics.
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
<p>Key:</p> <p>S1: Spring 1 – Unit 3</p> <p>S2: Spring 2 – Unit 4</p>	<p>S1: We are presenters-videoing performance</p> <p>S2: We are vloggers-making and sharing a short screencast presentation</p>	<p>S1: We are musicians-producing digital music</p> <p>S2: We are HTML editors-editing and writing HTML</p>	<p>S1: We are artists-fusing geometry and art</p> <p>S2: We are web developers-creating a website about cyber safety</p>	<p>S1: We are advertisers – creating a short television advert.</p> <p>S2: We are network technicians – exploring computer networks including the internet.</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results

	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Work with various forms of input and output. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web and the opportunities. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> • Use sequence, selection and repetition in programs, work with variables and various forms of input and output. • Understand computer networks, including the internet and the opportunities they offer for communication and collaboration. • Be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour. • Know a range of ways to report concerns and unacceptable behaviour. • Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. 	<ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; • Identify a range of ways to report concerns about content and contact. 	<p>are selected and ranked, and be discerning in evaluating digital content.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Understand computer networks including the internet: how they can provide multiple services, such as the World Wide Web: and the opportunities they offer for communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; • Identify a range of ways to report concerns about content and contact.
Spring Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> • Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. 	<ul style="list-style-type: none"> • Use one or more programs to edit music. • Create and develop a musical composition, refining their ideas 	<ul style="list-style-type: none"> • Develop an appreciation of the links between geometry and art. 	<ul style="list-style-type: none"> • Think critically about how video is used to promote a cause. • Storyboard an effective advert for a cause.

	<ul style="list-style-type: none"> Edit video, including adding narration and editing clips by setting in/out points. Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length. Use a search engine to learn about a new topic plan, design and deliver an interesting and engaging presentation. Search for, and evaluate, online images. Create their own original images, create a screencast video of a narrate presentation. Develop their understanding of how the internet, the web and search engines work and offer for communication and collaboration. 	<p>through reflection and discussion.</p> <ul style="list-style-type: none"> Develop collaboration skills and develop an awareness of how their composition can enhance work in other media. Understand some technical aspects of how the internet makes the web possible. Use HTML tags for elementary mark up and use hyperlinks to connect ideas and sources. Code up a simple web page with useful content. Understand some of the risks in using the web. 	<ul style="list-style-type: none"> Become familiar with the tools and techniques of a vector graphics package. Develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers. Develop some awareness of computer-generated art, in particular fractal-based landscapes. Develop their research skills to decide what information is appropriate. Understand some elements of how search engines, select and rank results and question the plausibility and quality of information. Develop and refine their ideas and text collaboratively. Develop their understanding of online safety and responsible use of technology. 	<ul style="list-style-type: none"> Work collaboratively to shoot suitable content, acknowledging intellectual property rights. Work collaboratively to edit the assembled content to make an effective advert. Appreciate that computer networks transmit and receive information digitally. Understand the basic hardware needed for computer networks to work. Understand the key features of internet communication protocols. Develop a basic understanding of how domain names are converted to numerical IP addresses.
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
<p>Key:</p> <p>S1: Summer 1 - Unit 5</p> <p>S2: Summer 2 – Unit 6</p>	<p>S1: We are communicator-communicating safely on the internet</p> <p>S2: We are opinion pollsters-collecting and analysing data.</p> <ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer 	<p>S1: We are co-authors-producing a wiki</p> <p>S2: We are meteorologists-presenting the weather</p> <ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts. 	<p>S1: We are bloggers-sharing experiences and opinions</p> <p>S2: We are architects-creating a virtual space</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the 	<p>S1. We are travel writers – using media and mapping to document a trip.</p> <p>S2: We are publishers – creating a yearbook or magazines.</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they

	<p>for communication and collaboration.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; • Identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Use search technologies effectively. • Be discerning in evaluating digital content. • Use a variety of software (including internet services) to create content including presenting information. • Use technology safely, respectfully and responsibly; • Recognise acceptable /unacceptable behaviour; • Identify a range of ways to report concerns about content and contact. • Work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; • Identify a range of ways to report concerns about content and contact. • Be discerning in evaluating digital content. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; • Identify a range of ways to report concerns about content and contact. • Understand computer networks including the internet: how they can provide multiple services, such as the World Wide Web: and the opportunities they offer for communication and collaboration. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly.
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Summer Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Develop a basic understanding of how email works. Gain skills in using email and be aware of broader issues surrounding email, including 'netiquette' and online safety. Work collaboratively with a remote partner experience video conferencing. Understand some elements of survey design. Understand some ethical and legal aspects of online data collection. Use the web to facilitate data collection. Gain skills in using charts to analyse data. Gain skills in interpreting results. 	<ul style="list-style-type: none"> Understand the conventions for collaborative online work, particularly in wikis. Be aware of their responsibilities when editing other people's work. Become familiar with Wikipedia, including potential problems associated with its use practise research skills. Write for a target audience using a wiki tool. Develop collaboration skills and develop proofreading skills. Understand different measurement techniques for weather, both analogue and digital. Use computer-based data logging to automate the recording of some weather data, use spreadsheets to create charts, analyse data, explore inconsistencies in data and make predictions. Practise using presentation software and optionally video. 	<ul style="list-style-type: none"> Become familiar with blogs as a medium and a genre of writing. Create a sequence of blog posts on a theme incorporate additional media, comment on the posts of others. Develop a critical, reflective view of a range of media, including text. Understand the work of architects, designers and engineers working in 3D. Develop familiarity with a simple CAD (computer aided design) tool. Develop spatial awareness by exploring and experimenting with a 3D virtual environment. Develop greater aesthetic awareness. 	<ul style="list-style-type: none"> Research a location online using a range of resources appropriately. Understand the safe use of mobile technology, including GPS. Capture images, audio and video while on location. Showcase shared media content through a mapping layer. Manage or contribute to a large collaborative projects, facilitated using online tools. Write and review content. Source digital media while demonstrating safe, respectful and responsible use. Design and produce a high-quality print document.

Curriculum area: HISTORY			
Year Group:	Year R	Year 1	Year 2
Autumn term	On-going knowledge and skills	Overview of knowledge	Overview of knowledge
	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>Toy Story</p> <p>Enquiry question: Were toys better now or in the past?</p>	<p>A1: Great Fire of London</p> <p>Enquiry question: What happened to London during the fire of 1666?</p>

	They know about similarities and differences between themselves and others, and among families, communities and traditions.	Changes in living memory and how they have changed since they were born-focus on toys-comparing modern toys to toys from the past.	<p>The Great Fire of London was in 1666. It started in a baker's shop in Pudding Lane. It burned for 5 days. Thousands of people had to flee-many by water on boats in the River Thames. 13,000 houses were destroyed. Samuel Pepys wrote a famous account of the fire. St Paul's Cathedral was destroyed in the fire and rebuilt by Sir Christopher Wren.</p> <p>A2: Be yourself!</p> <p>Enquiry question: What makes them so significant?</p> <p><u>Rosa Parks</u> was born in Alabama USA in 1913 On 1st December 1955 Rosa boarded a bus after a long day at work and sat in a seat for white people. She was arrested. The Montgomery Bus Boycott followed and black people refused to travel by bus. At the time in the USA white and black people had separate laws and were segregated eg they could not travel on the same buses, go to the same schools, toilets, restaurants After 381 days the laws were changed because it was recognised that they were unfair. <u>Emily Davidson</u> was a Suffragette, who believed than women should have the same voting rights as men. In June 1913 she ran in front of the King's horse, running in the Derby, and was killed.</p>
Autumn term		Overview of skills	Overview of skills
		<p>Enquiry question: Were toys better now or in the past?</p> <p>I can sequence events in my life I can sequence 3 or 4 artefacts from distinctly different periods of time I can match objects to people of different ages I can recognise the difference between past and present in my own and others' lives I know and can recount episodes from stories about the past I can use stories so that I can tell the difference between fact and fiction I can compare adults talking about the past – I can ask myself- how reliable are their memories? I can find answers to simple questions about the past from sources of information e.g. artefacts, fact books, pictures I can communicate my knowledge through: discussion.... drawing pictures.. drama/role play..making models writing.. using ICT...</p>	<p>A1: Enquiry question: What happened to London during the fire of 1666?</p> <p>A2: Enquiry question: What makes them so significant?</p> <p>I can sequence artefacts closer together in time – and check with a reference book I can sequence photographs etc. from different periods of my life I can describe memories of key events in my life I recognise why people did things, why events happened and what happened as a result I can identify differences between ways of life at different times I can compare 2 versions of a past event I can compare pictures or photographs of people or events in the past I can discuss the reliability of photos/ accounts/stories I can use a source – I can observe or handle sources to answer questions about the past on the basis of simple observations. I can communicate my knowledge through: discussion.... drawing pictures... drama/role play.. making models.... writing.. using ICT...</p>

Spring Term	On-going knowledge and skills	Overview of knowledge	Overview of knowledge
	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Destination Outer Space</p> <p>Enquiry question: Why go to the Moon and back?</p> <p>Famous people from the past- Neil Armstrong, Helen Sharman (first Briton in space) Tim Peake . Early travels into space-the space race, Sputnik (1957), Apollo Moon landings(1969), the Space Shuttle (1981), the Space Station(1998) .</p>	Not taught
Spring Term		Overview of skills	Overview of skills
		<p>Enquiry question: Why go to the Moon and back?</p> <p>I can sequence events in my life and relate these to the race for space and current and recent events in space in their lifetime I can sequence 3 or 4 artefacts from distinctly different periods of time relating to space travel I can match objects to people of different ages relating to space exploration I can recognise the difference between past and present in my own and others' lives-related to space travel I know and recount episodes from stories about the past related to space exploration <i>I can use stories relating to space to distinguish between fact and fiction</i> <i>I can compare adults talking about the past – I can ask myself how reliable are their memories?</i> <i>I can find answers to simple questions about the past from sources of information e.g. artefacts, pictures, fact books</i> I can communicate my knowledge and understanding through: discussion... drawing pictures... drama/role play.. making models.... writing.. using ICT</p>	Not taught
Summer Term	On-going knowledge and skills	Overview of knowledge	Overview of knowledge
	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	Not taught	<p>Kings and Queens</p> <p>Enquiry question: What's so special about a King or Queen?</p> <p><u>Comparing and contrasting the reigns of Henry VIII and Queen Elizabeth II.</u> Henry had 6 wives-two of whom were executed! He lived at Hampton Court and kept prisoners in the Tower of London. The Queen had 1 husband and lived in Buckingham Palace. He reigned for 38 years; the Queen reigned for 70 years and is the longest reigning monarch in history!</p>

			Henry had 1 son and 2 daughters by 3 different wives. The Queen had 4 children- the eldest is now Charles III King of England .
Summer Term		Overview of skills	Overview of skills
		Not taught	<p>Enquiry question: What's so special about a King or Queen?</p> <p>I can sequence artefacts closer together in time – and I can check with a reference book I can sequence photographs etc. from different periods of my life-related to the Queen and Royal Family I can describe memories of key events in my life and those related to the Royal Family I can recognise why people did things, why events happened and what happened as a result I can identify differences between ways of life at different times I can compare 2 versions of a past event I can compare pictures or photographs of people or events in the past I can discuss the reliability of photos/ accounts/stories I can use a source – to observe or handle sources to answer questions about the past on the basis of simple observations. I can communicate my knowledge and understanding through: discussion... drawing pictures... drama/role play.. making models.... writing... using ICT...</p>

Curriculum area: HISTORY				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Stone Age to Iron Age</p> <p>Enquiry question: What was new about the New Stone Age?</p> <p>Stone Age: Palaeolithic to 10,000 BCE, Mesolithic to 4000 BCE, Neolithic 4000 to 2300 BC Bronze Age: 2500BC</p>	<p>Invaders-Anglo-Saxons and Vikings</p>	<p>Ancient Greeks</p> <p>Enquiry question: What influence does Ancient Greece have on our lives today?</p> <p>Ancient Greece was a major civilisation that was powerful between 500 and 300 BC.</p>	<p>Not taught</p>

	<p>Iron Age:800BC For most of prehistory people who lived in Britain were hunter-gatherers. They used stone tools and implements. When farming was introduced people still moved around, this time with cows, pigs and sheep in tow. During the Bronze Age bronze replaces stone for tools and implements During the Iron Age iron tools and weapons are used 55BC Julius Caesar invades Britain</p>	<p>Enquiry question: Why did the Anglo Saxons and Vikings invade and settle in Britain?</p> <p>Anglo-Saxons Lived in Britain 410CE-1066 Many of the Anglo-Saxon settlers came to Britain seeking land to farm, having previously lived in frequently-flooded areas of northern Europe. Families usually lived all under one roof in small communities living in wooden houses with thatched roofs. They were largely pagans at the start of the period, although Christianity was brought to the islands particularly in the 7th Century. A common diet was made up of bread and items such as eggs and cheese. They were skilled craftsmen who made beautiful jewellery, armour and weapons.</p> <p>Vikings First invaded in 793CE. Vikings came from Scandinavia and attacked settlements and monasteries around the coast of Britain before invading and settling. The Vikings occupied much of north-eastern England, including their stronghold of York. Gradually as they spread, the Viking farming, language and laws spread across the north and east. Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. Like the Anglo-Saxons, the Vikings were skilled craftsmen and they traded with other kingdoms across Europe and beyond.</p>	<p>Ancient Greeks worshipped many gods in temples. Ancient Greeks had many myths and legends. Ancient Greeks used different styles of warfare like warships and foot-soldiers in battles against Sparta and other city states. Ancient Greeks invented democracy, the alphabet and the Olympic Games. The Ancient Greek language is still used in many words in the English language. Ancient Greek Art, sculpture and architecture still influences designs today. Alexander the Great was one of the greatest military commanders who spread the Ancient Greek Empire.</p>	
Autumn term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Enquiry question: What was new about the New Stone Age?</p> <p>I can place the time studied on a timeline. I can place events, artefacts and historical figures on a time line using dates. I can use dates and terms to describe events. I can find out about everyday lives of people in time studied I can observe small details – artefacts, pictures I can compare with our life today I can identify reasons for and results of people's actions I can understand why people may have wanted to do something I can identify and give reasons for different ways in which the past is represented I can use a range of sources to find out about a period</p>	<p>Enquiry question: Why did the Anglo Saxons and Vikings invade and settle in Britain?</p> <p>I use appropriate historical vocabulary to communicate, including: a) dates b) time period I can find out about everyday lives of people in time studied. I can compare with our lives today. I use evidence to ask questions and find answers to questions about the past. I can identify reasons for and results of people's actions. I can use a range of sources to finds out about a period I show an understanding of the concept of nation and a nation's history through discussions, pictures, drama and annotations.</p>	<p>Enquiry question: What influence does Ancient Greece have on our lives today?</p> <p>I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. I describe some of the main events, people and periods I have studied. I can describe characteristic features of past societies and periods. I can place events, artefacts and historical figures on a time line using dates. I can offer some reasons for different versions of events I can compare accounts of events from different sources – fact or fiction</p>	Not taught

	<p>I can distinguish between different sources – compare different versions of the same story</p> <p>I can look at representations of the period – museum, cartoons etc</p> <p>I can select and record information relevant to the study</p> <p>I am beginning to use the library and internet for research</p>	<p>I can identify the Saxon and Viking and Homelands and Saxon and Viking settlements in Britain.</p> <p>I can identify Saxon and Viking invasion routes.</p> <p>I know longboats of Viking warriors were powered by a single, central sail and by rowers along each side.</p> <p>I can research how the Saxons and Vikings lived in terms of housing, clothing, food and Gods</p> <p>I can select and record information relevant to the study.</p>	<p>I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Our School</p> <p>Enquiry question: was school better in Victorian times or now?</p> <p>A school managed by the rector existed at Ingrave from at least 1848.</p> <p>In 1870 a law was passed so that all children had to attend school.</p> <p>The school regime was extremely strict and the school day was very long, sometimes lasting until 5 p.m.</p> <p>Any windows in the classroom tended to be high up, making it impossible for pupils to see out.</p> <p>The present school, then known as Ingrave Johnstone Foundation School, opened on 28 April 1913 on a site provided by Lord Petre, the former school becoming the church hall.</p> <p>Teaching was monotonous with little variation: the children would sit in rows, in silence, and watch the teacher write on the blackboard. They would then copy down what the teacher had written.</p> <p>The main subjects that children learned were Reading, Writing and Arithmetic (known as the 3 'R's').</p> <p>Children used a slate to write on, which could be wiped clean. They might also use a pen which was dipped in ink from an ink well on the desk.</p>	<p>Not taught</p>	<p>Elizabethan Times</p> <p>Enquiry question: Was it all banquets and fun?</p> <p>The Tudors reigned from 1485-1603</p> <p>The monarchs were: Henry VII 1485, Henry VIII 1509, Edward VI 1547, Mary I 1553, Elizabeth I 1558.</p> <p>About a third of the population lived in poverty with the wealthy expected to give alms to the poor.</p> <p>The average lifespan in Tudor times was 35.</p> <p>There were no sewers or drains and refuse was tipped into open drains in the street.</p> <p>Disease was rife and thousands died from the unhealthy conditions.</p> <p>The majority of the population lived in small villages. Their homes were thatched huts with one or two rooms.</p> <p>Rich people lived in brick mansions and palaces like Layer Marney or Kentwell Hall.</p> <p>Only rich children could afford to go to school.</p> <p>During the reign of Elizabeth I, famous figures such as William Shakespeare and Sir Francis Drake lived.</p> <p>The Spanish Armada was defeated in 1588.</p>	<p>Not taught</p>
Spring Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Enquiry question: was school better in Victorian times or now?</p> <p>I can place the time studied on a timeline.</p> <p>I can place events, artefacts and historical figures on a time line using dates.</p> <p>I can use dates and terms to describe events.</p> <p>I can find out about everyday lives of people in time studied</p> <p>I can observe small details – artefacts, pictures</p> <p>I can compare with our life today</p> <p>I can identify reasons for and results of people's actions</p>	<p>Not taught</p>	<p>Enquiry question: Was it all banquets and fun?</p> <p>I can place events, artefacts and historical figures on a time line using dates.</p> <p>I use dates and terms accurately in describing events.</p> <p>I can use evidence to build a picture of life in the time studied</p> <p>I can study different aspects of different people - differences between men and women.</p> <p>I can examine causes and results of great events and the impact on people.</p>	<p>Not taught</p>

	<p>I can understand why people may have wanted to do something</p> <p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can distinguish between different sources – compare different versions of the same story</p> <p>I can use a range of sources to find out about a period</p> <p>I can look at representations of the period – museum, cartoons etc</p> <p>I can select and record information relevant to the study</p> <p>I am beginning to use the library and internet for research</p>		<p>I can compare life in early and late 'times' studied.</p> <p>I can compare an aspect of life with the same aspect in another period.</p> <p>I can identify primary and secondary sources</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Roman Britain</p> <p>Enquiry question: What difference did the Romans make to Britain?</p> <p>The Roman Emperor Claudius successfully invaded Britain in AD43.</p> <p>The Roman Empire rapidly grew from Italy, spreading through Europe, Africa and Western Asia.</p> <p>In AD60 the Iceni tribe leader, Queen Boudica raised an army and went on a rampage, burning the Roman towns of Colchester, London and St Albans.</p> <p>Romans built their (straight) road network for the efficient movement of their army</p> <p>They built a wall to keep the Celts out called Hadrian's Wall.</p> <p>The Roman army were successful due to their training, organisation and tactics.</p> <p>Romans established a number of important settlements, many of which still survive, such as London and Colchester.</p>	<p>Ancient Egyptians</p> <p>Enquiry question: What did the Ancient Egyptians believe and how do we know?</p> <p>The Ancient Egyptians had many different Gods that covered all aspects of their lives.</p> <p>The ruler of Egypt was called a pharaoh and when they died they were buried in elaborate and expensive pyramids or tombs in the Valley of the Kings.</p> <p>Rich people like pharaohs were mummified after death.</p> <p>They wrote using a language called hieroglyphs.</p> <p>The Rosetta Stone was used to translate these.</p> <p>We know lots about the Ancient Egyptians due to their tombs and pyramids being opened and explored by archaeologists such as Howard Carter.</p>	<p>The Maya</p> <p>Enquiry question: What's so special about the Maya?</p> <p>The Maya were an ancient civilisation who were at the peak of their empire from 250-950AD.</p> <p>The Maya lived across Central America.</p> <p>The Mayan language consisted of hieroglyphs.</p> <p>The Maya used their own calendars to tell the time.</p> <p>They created very accurate charts of the moon.</p> <p>Their number system, though different to ours was more advanced and logical.</p> <p>The Maya played a sacred ball game.</p> <p>Goods such as chocolate are traded with neighbouring city states.</p> <p>The Maya had many different Gods, festivals and stories.</p>	<p>Britain at War</p> <p>S1: Enquiry question: what made the Great War so different?</p> <p>World War I</p> <p>World War I lasted from 1914-1918</p> <p>It is often called the Great War</p> <p>Thousands of men from across the British Empire signed up to join the fighting in France and Belgium</p> <p>The armies of Britain, France and Belgium were fighting Germany and Austria-Hungary.</p> <p>The First World War was the first mechanised war and one that involved soldiers from across the world.</p> <p>Millions of men from both sides died in the war</p> <p>The important contribution of soldiers of colour in World War I has only been recently recognised.</p> <p>Walter Tull was the first Black British officer to serve in the Army.</p>

	They introduced the idea of a town as a centre of power and administration.			<p>The fighting largely took place in trenches and thousands on both sides were killed in battles such as Ypres, the Somme and Passchendaele. Thousands of War Horses were also drafted to pull guns and waggons in the battlefields-most would not return.</p> <p>S2: Enquiry question: what was the significance of the Blitz?</p> <p>World War II World War II lasted from 1939 to 1945. World War II began when German troops invaded Poland on 1 September 1939. Winston Churchill was the leader of Britain for the majority of World War II. The main Axis countries were Germany, Italy and Japan and the main Allied countries were Great Britain, the United States, France and the Soviet Union. The Battle of Britain, between the German Luftwaffe and the Royal Air Force, was the first ever battle to be fought only in the air. It was made up of lots of air battles that lasted from 10 July-31 October 1940. The Blitz was the bombing campaign waged by Germany against Britain from September 1940-May 1941 During World War II, children were evacuated to safer locations to protect them from the risks of bombing. Rationing was introduced as a means of ensuring the fair distribution of food and commodities when they were scarce. Women had an increasingly important role as the war progressed.</p>
Summer Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Enquiry question: What difference did the Romans make to Britain?</p> <p>I can place events, artefacts and historical figures on a time line using dates. I understand the concept of change over time, representing this, along with evidence, on a time line. I describe some of the main events, people and periods I have studied, they describe characteristic features of past societies and periods. I can ask a variety of questions.</p>	<p>Enquiry question: What did the Ancient Egyptians believe and how do we know?</p> <p>I understand more complex terms AD/BC I refine lines of enquiry as appropriate. I investigate historical problems and issues I use sources of information to form testable hypotheses about the past. I can recognise and use a range of primary and secondary sources to find out an aspect of time passed.</p>	<p>Enquiry question: What's so special about the Mayans?</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can describe the social, ethnic, cultural or religious diversity of past society. I can compare some of the times studied with those of the other areas of interest around the world.</p>	<p>S1: Enquiry question: what made the Great War so different?</p> <p>S2: Enquiry question: what was the significance of the Blitz?</p> <p>I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. I use dates and terms accurately in describing events.</p>

	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use a growing range of sources to investigate a time period.</p>	<p>I can use a variety of ways to communicate knowledge and understanding through extended writing and wall displays.</p> <p>I can plan and carry out individual investigations.</p>	<p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, century, decade, legacy.</p> <p>I can use original ways to present information and ideas.</p>	<p>I suggest reasons for continuity and change in history.</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I recognise why some events, people and changes might be judged as more historically significant than others.</p> <p>I seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>I am aware that different evidence will lead to different conclusions.</p> <p>I can recognise and use a range of primary and secondary sources to find out an aspect of time past.</p> <p>I can link sources and work out why conclusions were arrived at.</p> <p>I can suggest omissions and the means of finding out</p> <p>I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p> <p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>I can confidently use the library and internet for research.</p>
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Curriculum area: GEOGRAPHY			
Year Group:	Year R	Year 1	Year 2
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge

	Not taught	The United Kingdom Enquiry question: What is the weather like in the UK? The name of two continents (Europe and Asia). That a continent is a group of countries. That they live in the continent of Europe. That the UK is short for 'United Kingdom'. That a country is a land or nation with its own government. That the United Kingdom is made up of four countries and their names. The name of the country they live in. Human and physical geography The four seasons of the UK. That 'weather' refers to the conditions outside at a particular time. That different parts of the UK often experience different weather. That a weather forecast is when someone tries to predict what the weather will be like in the near future. That weather conditions can be measured and recorded. Simple directional language (e.g near, far, up, down, left, right, forwards, backwards). That a compass is an instrument we can use to find which direction is north. Which direction is N, S, E, W on a map.	Wonderful World Enquiry question: Why is our world wonderful?
Autumn term		Overview of skills	Overview of skills
		Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Beginning to locate the capital cities of the four countries of the UK on a map of this area. Showing on a map which country they live in and locating its capital city. Describing how the weather changes with each season in the UK.	

		<p>Describing the daily weather patterns in their locality.</p> <p>Confidently using the vocabulary 'season' and 'weather'.</p> <p>Recognising some physical features in their locality.</p> <p>Using an atlas to locate the UK.</p> <p>Using directional language to describe the location of objects in the classroom and playground.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Using simple picture maps and plans to move around the school.</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>Using an atlas to locate the four countries in the UK.</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Recognising local landmarks on aerial photographs.</p> <p>Asking questions about the world around them.</p>	
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Maps</p> <p>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</p> <p>To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live.</p> <p>To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</p>	<p>The World</p> <p>Enquiry question: What is it like to live in Shanghai?</p> <p>To know the name of the two continents (Europe and Asia).</p> <p>To know that a continent is a group of countries.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that life elsewhere in the world is often different to ours.</p>	<p>Maps</p> <p>Enquiry question: Would you prefer to live in a hot or cold place?</p>

		<p>To know that life elsewhere in the world often has similarities to ours.</p> <p>To know that physical features means any feature of an area that is on the Earth naturally.</p> <p>To know that human features means any feature of an area that was made or built by humans.</p>	
Spring Term	Overview of skills	Overview of skills	Overview of skills
	<p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Answering simple questions, guided by the teacher.</p> <p>Creating some of the features they notice in their school and school grounds.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p>Locating two of the world's seven continents on a world map.</p> <p>Showing on a map which continent they live in.</p> <p>Naming some key similarities between their local area and a small area of a contrasting non-European country.</p> <p>Naming some key differences between their local area and a small area of a contrasting non-European country.</p> <p>Recognising some physical features in their locality.</p> <p>Recognising some human features in their locality.</p> <p>Using an atlas to locate the UK.</p> <p>Using a world map and globe to locate four of the world's seven continents (Europe and Asia).</p> <p>Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Recognising local landmarks on aerial photographs .</p> <p>Recognising basic human features on aerial photographs.</p> <p>Recognising basic physical features on aerial photographs.</p> <p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</p>	

		<p>Adding labels to sketch maps.</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p>	
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Senses</p> <p>Observing weather across the seasons.</p> <p>Observing and discussing the effect the changing seasons have on the world around them.</p> <p>Beginning to use the names of the seasons in the correct context</p> <p>To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</p> <p>To know some of the key characteristics of each season.</p> <p>To know that there are four seasons in a year marked by certain weather conditions</p>	<p>Local area study</p> <p>Enquiry question: What is it like here?</p> <p>To know that the UK is short for 'United Kingdom'.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know the name of the country they live in.</p> <p>To know that an aerial photograph is a photograph taken from the air above.</p> <p>To know that atlases give information about the world and that a map tells us information about a place.</p> <p>To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features.</p> <p>To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).</p>	<p>Coast</p> <p>Enquiry question: What is it like to live by the coast?</p>
Summer Term	Overview of skills	Overview of skills	Overview of skills
	<p>Ask questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds.</p> <p>Answering simple questions, guided by the teacher.</p> <p>Creating some of the features they notice in their school and school grounds.</p> <p>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</p>	<p>Recognising some physical features in their locality.</p> <p>Recognising some human features in their locality.</p> <p>Using an atlas to locate the UK.</p> <p>Using directional language to describe the location of objects in the classroom and playground.</p> <p>Using directional language to describe features on a map in relation to other features (real or imaginary).</p> <p>Responding to instructions using directional language to follow routes.</p> <p>Recognising local landmarks on aerial photographs.</p> <p>Recognising basic human features on aerial photographs.</p>	

		<p>Recognising basic physical features on aerial photographs .</p> <p>Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.</p> <p>Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</p> <p>Using simple picture maps and plans to move around the school.</p> <p>Asking questions about the world around them.</p> <p>Commenting on the features they see in their school and school grounds on a walk around the respective places.</p> <p>Asking and answering simple questions about the features of their school and school grounds.</p> <p>Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</p> <p>Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</p>	
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Curriculum area: GEOGRAPHY				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Map work UK</p> <p>Maps and plans use keys, symbols, coordinates and compass points to represent a location.</p> <p>A map can show human features like roads, railways and town and physical features like rivers, coastline and moorland.</p>	<p>Settlements</p> <p>A settlement is a place where people gather together to share skills and resources etc</p> <p>Ancient settlements needed water, defences, food sources, timber/stone sources etc</p>	<p>Maps and Scales</p> <p>OS maps are used to represent geographical features in the UK</p> <p>OS Maps come in a variety of scales</p> <p>Knowledge of eight points of compass and relative directions.</p>	<p>A1: Local geography-beaches</p> <p>Coastal erosion and coastal deposition influence the shape of the coastline.</p> <p>Essex coastal features such as cliffs and mud flats are as a result of coastal erosion and deposition.</p>

	<p>Maps exist using different scales and in different forms, from globes, to atlases and digital mapping and sat-nav.</p> <p>Online mapping can be used to plan journey in unknown country</p>	<p>Modern settlements are more sophisticated and need different things like; sewerage, leisure activities, places of work, factories etc</p>	<p>Know and understand terms scale and recognise examples of these on OS maps.</p> <p>Know and understand OS keys and how to represent these.</p> <p>Knowledge of 4 figure grid references and how these are represented.</p>	<p>6 figure grid references are used to identify features on all O.S. maps with accuracy.</p> <p>The scale of a map alters the detail and features shown of an area.</p> <p>Contour lines indicate the height of land above sea level. The more compact the lines are, the steeper the incline.</p> <p>A2: Africa- Comparative study</p> <p>On a world map locate the main countries in Africa.</p> <p>In Kenya, identify the main environmental regions, key physical and human characteristics, and major cities.</p> <p>Locate Kabare and its environs.</p>
Autumn term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>I can start to understand simple scale maps</p> <p>I can use my own maps and plans – symbols and keys</p> <p>I can use my own maps and plans – symbols and keys</p> <p>I can start to understand simple scale maps</p> <p>I can use my own maps and plans – symbols and keys</p> <p>I can use direction to describe location (North – South – West – East).</p> <p>I can use Letter and Number Coordinates.</p>	<p>I can describe key aspects of physical and human geography, including: settlements and land use for both ancient and modern settlements</p> <p>Early Settlers</p> <p>I give explanations for the location of some of the physical and human features e.g How is land used?</p> <p>How are settlements linked? Ideal place for settling</p> <p>Modern Settlements</p> <p>I can think of what modern humans need and use this to design a modern settlement</p>	<p>I am beginning to use primary and secondary sources of evidence in my investigations.</p> <p>I can collect and record evidence unaided</p> <p>I can use 8 compass points;</p> <p>I am beginning to use 4 figure coordinates to locate features on a map.</p> <p>I can draw a sketch map using symbols and a key;</p> <p>I can use/recognise OS map symbols.</p> <p>I can measure straight line distance on a plan.</p> <p>I can draw a plan view map with some accuracy</p> <p>I can use medium scale land ranger OS maps.</p>	<p>A1: Local geography - beaches</p> <p>I know what coasts are and how they are formed.</p> <p>I can find out about the physical features of coasts and the processes of erosion that affect them.</p> <p>I can explore different strategies of coastal management.</p> <p>I can identify different types of beaches.</p> <p>I can use maps and secondary sources to research and describe coastal areas.</p> <p>I know how changes in land use will affect people and the environment in different ways.</p>

				A2: Africa- Comparative study I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. I can understand how these features have changed over time. I can use the terms longitude and latitude to describe position of countries on the globe. I can use mapping skills to study African countries. I can compare human and geographical features of Kenya with Ingrave and our locality and identify similarities and differences and any significant patterns and changes.
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	Locality Study Name coastline physical features e.g., estuary, inlet, rivers, bays, cliffs Name Essex landmarks- Human - Chelmsford Cathedral, Southend Pier, Colchester Castle, QE2 Bridge Name Essex landmarks- Physical – Hanningfield Reservoir, Thames Estuary, Canvey Island, Mersea Island, Name Ingrave landmarks Human – Golf course, reservoir, church , cricket pitch, allotments, cemetery Name Ingrave landmarks Physical – Woods, Ponds, Greens, Country park, Essex's land use has been and still is varied- agriculture, fishing, industry, leisure	The Earth The Earth is split into continents (know their names) The continents have shifted over time The Earth was once called Pangea Natural Earth disasters include Tidal wave / earthquake / meteor strike / ice age Disasters cause landslides, flooding, fires etc Volcanoes The Earth has the following layers; inner core, outer core, mantle, crust. There are active, dormant and extinct volcanoes all over the world. Volcanoes come in different shapes and sizes; composite, shield, cinder cone, and lava dome. Typically, most seismic activity occurs on fault lines	South America-places The geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The main physical features of South America are- Atacama Desert, Amazon Rainforest, Amazon River and Andes Mountains. Facts about: Atacama Desert, Amazon Rainforest, Amazon River and Andes Mountains. Christianity is the main religion – Roman Catholic. Spanish is the language most commonly used throughout South Africa. There are a wide range of physical features, human activities.	Not taught

Spring Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>I can use my own maps and plans – symbols and keys</p> <p>I can draw basic maps (including basic grid references, symbols and keys)</p> <p>I can use a compass rose to orientate myself on a map.</p>	<p>The Earth</p> <p>I can describe key aspects of: physical geography, including: earthquakes</p> <p>I can label a map of the Earth as it is now, including continents and some countries in each continent.</p> <p>I can recognize how the land mass of the Earth has changed over time.</p> <p>Where will this part end up? Eg India / Australasia / Antarctica.</p> <p>I can identify which areas of the world are most at risk of Earthquakes and why.</p> <p>I understand the environmental disaster impact on life on Earth of tidal wave / earthquake / meteor strike / ice age etc</p> <p>I can use thematic maps (1:1250 to 1:10000), atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can use a range of resources to identify the key physical and human features of a location.</p> <p>I give explanations for the location of some of the physical and human features.</p> <p>Volcanoes</p> <p>I can identify that the Earth has the following layers: inner core, outer core, mantle, crust</p> <p>I know that there are active, dormant and extinct volcanoes all over the world</p>	<p>South America-places</p> <p>To investigate places</p> <p>I can use thematic maps (1:25,000 to 1:50 000), atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can collect and analyse statistics and gather information in order to draw clear conclusions about locations.</p> <p>I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the physical features in the local area. Then record the results in a range of ways.</p> <p>I can name and locate the countries of South America and identify their main physical and human characteristics.</p> <p>I can understand geographical similarities and differences through the study of physical geography of a region of South America</p> <p>Use an atlas to locate and label a map of the countries of South America.</p>	<p>Not taught</p>

		<p>I can study and know the main features of volcanoes</p> <p>I can explain that volcanoes come in different shapes and sizes; composite, shield, cinder cone, and lava dome.</p> <p>I know that typically, most seismic activity occurs on fault lines and what fault lines are</p> <p>I know how volcanoes form</p> <p>I can study about and explain the impact volcanoes have on the people living near them</p>		
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Europe Comparison</p> <p>Europe is made up of many different countries including the UK, France, Germany, Spain, Romania, Hungary, Iceland, Sweden, Greece etc.</p> <p>Essex is a county in the south east of the UK.</p> <p>Ingrave is a village in Essex.</p> <p>Chelmsford is Essex's city.</p> <p>London is England's capital city.</p> <p>Rome is Italy's capital city etc.</p>	<p>Mapwork and Scales</p> <p>Use sketch maps, plans and graphs and digital maps to identify and record geographical features.</p> <p>Terminology: Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p>Letter and number co-ordinates</p> <p>Knowledge of four points of compass and relative directions.</p> <p>Know and understand terms scale and recognise examples of these.</p> <p>Know and understand keys and how to represent these.</p>	<p>South America-patterns</p> <p>The main human geographical features of South America:</p> <p>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>Impact of humans upon the countries and landscape-deforestation, erosion, environmental factors and pollution, impact of population growth.</p>	<p>Not taught</p>
Summer Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Europe Comparison</p> <p>I can use atlases to identify the key physical and human features of a location.</p> <p>I can use internet fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps</p> <p>I can orientate topographically a map to accurately place physical and human features.</p>	<p>Mapwork and Scales</p> <p>I can use thematic maps (1:1250 to 1:10000), atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>South America-patterns</p> <p>To investigate geographical patterns:</p> <p>I can identify and describe the</p> <p>geographical significance of latitude, longitude,</p> <p>Equator, Northern Hemisphere, Southern</p>	<p>Not taught</p>

	<p>I can orientate using a simple grid on+ a map to accurately place physical and human features.</p> <p>I can use a computer to identify the key physical and human features of a location.</p> <p>I can compare similarities and differences between Italy and England</p>	<p>To investigate patterns:</p> <p>I can name, locate and describe the characteristics of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p>I can use direction to describe location (North –South – West – East)</p> <p>I can use Letter and Number Coordinates.</p> <p>I can use a variety of appropriate scales – reducing real plans and images to a smaller scale</p> <p>I can use my own maps and plans – symbols and keys.</p>	<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p> <p>I can explain some of the reasons for geographical similarities and differences between countries.</p> <p>I can describe how locations around the world (South America) are changing and explain some of the reasons for change.</p> <p>I can describe and understand key aspects of:</p> <p>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>I can measure simple straight line distances on a map – using scale bar.</p> <p>I can plan and sketch maps- symbols – appropriate style.</p>	
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Curriculum area: ART			
Year Group:	Year R	Year 1	Year 2
Autumn term	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
Focus: Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> – Begin to use a variety of drawing tools – Use drawings to tell a story Investigate different lines – Explore different textures Encourage accurate drawings of people <p>Experimenting with and using primary colours</p> <ul style="list-style-type: none"> – Naming – mixing (not formal) – Learn the names of different tools that bring colour – Use a range of tools to make coloured marks on paper 	<p>Extend the variety of drawings tools</p> <ul style="list-style-type: none"> – Explore different textures – Observe and draw landscapes – Observe patterns – observe anatomy (faces, limbs) – name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools 	<ul style="list-style-type: none"> – experiment with tools and surfaces – draw a way of recording experiences and feelings – discuss use of shadows, use of light and dark – Sketch to make quick records – Begin to describe colours by objects – Make as many tones of one colour as possible (using white) – Darken colours without using black – using colour on a large scale
Spring Term	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
Texture (textiles, clay, sand, plaster, stone) Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<ul style="list-style-type: none"> -Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving <p>Handling, feeling, enjoying and manipulating materials</p> <ul style="list-style-type: none"> – Constructing – Building and destroying – Shape and model 	<ul style="list-style-type: none"> – weaving – collage – Sort according to specific qualities – how textiles create things – Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modellingmedia. – Make simple joins 	<p>overlapping and overlaying to create effects</p> <ul style="list-style-type: none"> – Use large eyed needles – running stitches – Simple appliqué work – Start to explore other simple stitches – collage
Summer Term	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> – Rubbings – Print with variety of objects – Print with block colours – repeating patterns – irregular painting patterns – Simple symmetry 	<ul style="list-style-type: none"> – Create patterns – Develop impressed images – Relief printing – Awareness and discussion of patterns – repeating patterns – symmetry 	<ul style="list-style-type: none"> – Print with a growing range of objects <ul style="list-style-type: none"> – Identify the different forms printing takes – Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular

Curriculum area: ART				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Primary colours are red, blue and yellow. They can be used to mix secondary colours: Red + blue = purple, yellow + red = orange and blue + yellow = green.</p> <p><input type="checkbox"/> Colour can be mixed and controlled by adding white or water to make it paler or by adding black to make darker tones.</p> <p><input type="checkbox"/> A colour wheel including tertiary colours can be mixed using primary and secondary colours. All the colours of the spectrum can be mixed in this way.</p>	<p>Henri Matisse was a French artist born in 1869 and died in 1954.</p> <p><input type="checkbox"/> Matisse was known in the fauvism and modern art movement.</p> <p><input type="checkbox"/> He originally studied law but after falling ill, turned to painting and followed his passion.</p> <p><input type="checkbox"/> Later in life, he experimented collages and paper cutting using primary colours and black and white.</p> <p><input type="checkbox"/> The red heart is his later pieces symbolised thoughts and emotion i.e: a small circle represented calm and peace whilst an inflamed heart symbolised passion.</p>	<p><input type="checkbox"/> 2B pencil is used to produce different tones and various types of shading.</p> <p><input type="checkbox"/> Basic colour is called a hue.</p> <p><input type="checkbox"/> Primary hues are – Red Blue Yellow.</p> <p><input type="checkbox"/> Secondary colour is produced by mixing two primary colours to produce Purple, Green, Orange.</p> <p><input type="checkbox"/> Tertiary colours are formed when an equal amount of a primary and a secondary colours are mixed.</p> <p><input type="checkbox"/> Tint is slight or pale coloration – a variation of a colour produced by adding white to it.</p> <p><input type="checkbox"/> Shade adding black to a hue makes it darker, which is a process called shading.</p> <p><input type="checkbox"/> Chuck Close is an American Artist</p> <p><input type="checkbox"/> Born July 5, 1940,</p> <p><input type="checkbox"/> Large-scale Photo-realist portraits</p> <p><input type="checkbox"/> Famous for his massive portraits, he uses small geometric forms/patterns, usually squares or rectangles, to create a portrait.</p> <p><input type="checkbox"/> Chuck Close has learning difficulties such as dyslexia and prosopagnosia (the inability to remember faces) which have had a major influence on his style.</p> <p><input type="checkbox"/> In 1988 he suffered a spinal stroke which left him paralysed</p>	<p>Art can be developed by building on from previously learned skills.</p> <p><input type="checkbox"/> The human face and body have simple relationships and proportions that can be applied to sketches.</p> <p><input type="checkbox"/> Different sketching techniques effect the mood and quality of artwork.</p> <p><input type="checkbox"/> Wartime artefacts contained symbolism with cultural importance.</p>
Autumn Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Painting</p> <p><input type="checkbox"/> I mix primary colours to make secondary.</p> <p><input type="checkbox"/> I add white to colours to make tints and black to colours to make tones.</p> <p><input type="checkbox"/> I create colour wheels.</p> <p><input type="checkbox"/> I show control in the use of colour</p> <p><input type="checkbox"/> I understanding that paint is used in different ways for different effects.</p>	<p>Collage</p> <p><input type="checkbox"/> I can select and arrange materials for a striking effect</p> <p><input type="checkbox"/> I ensure work is precise.</p> <p>Evaluation and taking inspiration</p> <p><input type="checkbox"/> I comment on artworks using visual language.</p> <p><input type="checkbox"/> I can replicate some of the techniques used by notable artists, artisans and designers. I can create original pieces that are influenced by studies of others.</p>	<p>Pattern</p> <p>Can be seen in the natural and built world. It is related to mathematics, decoration, symbolism and cultural styles throughout history</p> <p>Drawing</p> <p><input type="checkbox"/> I use hatching and cross hatching to show tone and texture. I use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p><input type="checkbox"/> I combine different pressures and shading techniques.</p> <p>Collage</p> <p><input type="checkbox"/> I experiment with techniques that use contrasting ... colours or patterns. (rough/smooth, light/dark, plain/patterned)</p> <p><input type="checkbox"/> I use ceramic mosaic materials and techniques.</p> <p><input type="checkbox"/> I use and can explain my decision about... mosaic and montage.</p> <p>Evaluation and taking inspiration</p>	<p>General</p> <p><input type="checkbox"/> I develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p><input type="checkbox"/> I use the qualities of materials to enhance and develop</p> <p>Drawing</p> <p><input type="checkbox"/> I use a choice of techniques to depict perspective, shadows and reflection.</p> <p><input type="checkbox"/> I choose a style of drawing suitable for the work (e.g.realistic or Impressionistic).</p> <p><input type="checkbox"/> Building on from learned skills in KS2; line, 3d shape, textures, shade, pressure, cross -hatching, proportions, using Artists' own work.</p>

			<input type="checkbox"/> I think about artwork by relating it to the contexts in which the work was made. <input type="checkbox"/> I discuss my own work and that of others. <input type="checkbox"/> I give details (including own sketches) about the style of some notable artists, artisans and designers.	
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>That line drawings need to be continuous lines to avoid colour bleed when converted to digital format</p> <input type="checkbox"/> That Photoshop and other digital media software can create multiple images with different effects based on an original line drawing. <input type="checkbox"/> Digital and physical artwork can be compared and different techniques suit different applications. <input type="checkbox"/> Watercolour paint can create washes and delicate colour when applied with more water. <input type="checkbox"/> Textiles can be dyed by various techniques using tie dye and dip dying. <input type="checkbox"/> Fabrics can be woven, plaited and ripped to create different effects.	<p>Using different hardness pencils will show line, tone and texture.</p> <input type="checkbox"/> You can use shading to show light and shadow in a drawing <input type="checkbox"/> Proportion and scale in Art are an important part of drawing. When an object is seen from a distance it appears smaller, but the 'real life' size hasn't changed. Scale is used in art to describe the size of one object in relation to another, each object is often referred to as a whole. Proportion has a very similar definition but tends to refer to the relative size of parts within a whole	<p>Collect information about Mayan symbolism and geometric patterns - sketches and resources from a range of sources and present ideas imaginatively on A3 planning/design sheet.</p> <input type="checkbox"/> Printing techniques using East-print, printing ink <input type="checkbox"/> Make precise repeating patterns. <input type="checkbox"/> Print on paper and t-shirts, to create impact and effect (to be worn by pupils for South America performance/assembly)	<p>The use of colours, tones and tints can enhance the mood of a piece of watercolour art.</p> <input type="checkbox"/> Using wire as a framework for ModRoc sculptures provides stability and form. <input type="checkbox"/> Visual qualities are the way my artwork with look. <input type="checkbox"/> Tactile qualities are the way my artwork with feel. <input type="checkbox"/> I know how to adapt the visual and tactile qualities of my artwork.
Spring Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Drawing</p> <input type="checkbox"/> I use drawing as the starting point for work in other media as well as in its own right. <input type="checkbox"/> Draw a line picture of a William Morris pattern motif. This will become the basis for collage and ICT digital art over next few weeks. On white paper, continuous black pen outline. Scan in for Photoshop use for next weeks. Draw a picture of a William Morris inspired motif and decorate with petals, feathers, textures and colours using collage. <p>Collage</p> <input type="checkbox"/> I choose the most suitable materials for an effect. <input type="checkbox"/> I mix materials to create texture. <input type="checkbox"/> Draw a picture of a William Morris motif and decorate it with Petals, feathers, textures and colours using collage.	<p>Drawing</p> <input type="checkbox"/> I representing objects with correct proportions. <input type="checkbox"/> I use different harnesses of pencils to show line, tone and texture. <input type="checkbox"/> I annotate sketches to explain and elaborate ideas. <input type="checkbox"/> I sketch lightly (no rubber for mistakes). <input type="checkbox"/> I use shading to show light and shadow.	<p>Printing</p> <input type="checkbox"/> I approach work in stages to use simple processes to make more complex designs. • I build up layers of colours. • I make precise repeating patterns. • I combine printing techniques within one piece of work to create impact and effect. <p>Developing ideas</p> <input type="checkbox"/> I adapt and refine ideas as they progress. <input type="checkbox"/> I collect information, sketches and resources from a wider range of sources and present ideas imaginatively in a sketch book.	<p>Sculpture</p> <input type="checkbox"/> I make models on a range of scales that communicate observations from the real or natural world. <input type="checkbox"/> I create pieces that how life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. <input type="checkbox"/> I combine visual and tactile qualities. <input type="checkbox"/> I use frameworks (e.g. wire or moulds) to provide stability and form. <p>Painting</p> <input type="checkbox"/> I use the qualities of watercolour and acrylic paints to create visually interesting pieces. <input type="checkbox"/> I combine colours, tones and tints to enhance the mood of a piece. I use brush techniques and the qualities of paint to create texture. <input type="checkbox"/> I develop a personal style of painting, drawing upon ideas from other artists
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<input type="checkbox"/> Roman artisans created motifs, patterns and mosaic that provide inspiration for artistic design today. <input type="checkbox"/> A print block creates a mirror image. <input type="checkbox"/> Relief printing on black paper is an effective way of producing artwork inspired by Roman pottery. <input type="checkbox"/> Clay pots can be created by using the coil pot method.	<input type="checkbox"/> Katsushika Hokusai was a Japanese Print artist born in 1760 <input type="checkbox"/> Japanese artists had a particular style, brush technique and used a limited colour palette. <input type="checkbox"/> Japanese artists used a seal of print block to sign their work. <input type="checkbox"/> Gyotaku is the traditional Japanese method of	<p>There are many methods of sketching using a pencil; from cross hatching to scumbling</p> <input type="checkbox"/> Existing artists' work can provide a great starting point for original art inspired by it. <input type="checkbox"/> Shaun Tan is an author who also illustrates his books <input type="checkbox"/> Collages can involve many textures as well as colours. The use of patterned or printed materials adds an extra element to the design.	<p>Evaluation and taking inspiration</p> <input type="checkbox"/> Roy Lichtenstein became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. <input type="checkbox"/> Roy Lichtenstein became known as a 'pop artist' because he made art about popular things such as TV celebrities, fast food, pop music and cartoons.

		printing fish, a practice which dates back to the mid-1800s. <input type="checkbox"/> A Monoprint is a single image by printing a prepared image or an object. Every image is unique.	<input type="checkbox"/> Collages can become a mixed media piece of artwork when painted or drawn (or digital) elements are introduced, <input type="checkbox"/> Clay can be rolled, carved and moulded to produce shape, texture and pattern. <input type="checkbox"/> Clay tiles can be painted or can have collage applied to them as another form of mixed media.	<input type="checkbox"/> Roy Lichtenstein mainly used the primary colours in his work. <input type="checkbox"/> Roy Lichtenstein used Ben Day dots in many of his paintings. <input type="checkbox"/> Roy Lichtenstein used thick outlines in a lot his work.
Summer Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	Developing ideas <input type="checkbox"/> I explore lots of different materials and methods as ideas develop and make controlled decisions <input type="checkbox"/> I explore ideas and collect visual information. Printing <input type="checkbox"/> I using printing to illustrate and explore ideas, commenting on what is done. <input type="checkbox"/> I mimic print from the environment (e.g. wallpapers). Sculpture <input type="checkbox"/> I show control to join and manipulate materials for the purpose intended. <input type="checkbox"/> I show a developing understanding of the qualities of the materials used. I include lines and texture Evaluation and taking inspiration <input type="checkbox"/> I suggest ways to improve my own work. <input type="checkbox"/> I can describe the work of notable artists, artisans and designers	Painting <input type="checkbox"/> I use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. <input type="checkbox"/> I use watercolour paint to produce washes for backgrounds then add detail Printing <input type="checkbox"/> I understand how printing differs from other art processes and how it is used in different cultures. <input type="checkbox"/> I use layers of two or more colours. <input type="checkbox"/> I make printing blocks (e.g. coiled string glued to block).	General <input type="checkbox"/> I adapt and refine ideas as they progress. <input type="checkbox"/> I collect information, sketches and resources a wider range of sources and present ideas imaginatively in a sketch book. Collage <input type="checkbox"/> I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) <input type="checkbox"/> I can choose the most appropriate materials to fit the purpose. <input type="checkbox"/> I convey a definite theme that is apparent to any viewer. <input type="checkbox"/> I combine visual and tactile qualities. <input type="checkbox"/> I mix textures (rough and smooth, plain and patterned).	Evaluation and taking inspiration I comment on artworks with a fluent grasp of visual language. <input type="checkbox"/> I evaluate my own work and that of others, reflecting on my own view of its purpose and meaning. <input type="checkbox"/> I show how the work of those studied was influential in both society and to other artists. <input type="checkbox"/> I create original pieces that show a range of influences and styles Painting <input type="checkbox"/> I use the qualities of watercolour and acrylic paints to create visually interesting pieces. <input type="checkbox"/> I combine colours, tones and tints to enhance the mood of a piece. I use brush techniques and the qualities of paint to create texture. <input type="checkbox"/> I develop a personal style of painting, drawing upon ideas from other artists. Printing (in the style of) <input type="checkbox"/> I choose the appropriate materials on which to print to suit the purpose. <input type="checkbox"/> I create an accurate pattern, showing fine detail.

Curriculum area: DESIGN

Year Group:	Year R	Year 1	Year 2
Autumn term	Ongoing knowledge and skills	Overview of knowledge	Overview of knowledge
A1: All about me (The Senses) A2: Snow & Ice / Frozen	Activities. Design Animal homes - Junk Modelling / collage / practical construction resources. Design & create – Christmas cards	TRANSITION FROM EYFS	<u>Year 2 Structures - Freestanding structures</u> Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.

Autumn term	Freeplay – design and construction using a variety of materials. SENSES - To examine and discuss the importance of a variety of healthy foods. To access to a wide range of visual and audio materials such as books, poems, music, photographs and other creative materials/stimulus to ignite their interest To explore characteristics of everyday objects, shapes and materials. To know about similarities and differences in relation to places, objects, materials and living things. To begin to know the importance for good health of physical exercise and a healthy diet , and talk about ways to keep healthy and safe. Children recognise and experience a range of media and technology. (They select and use technology for particular purposes.) They safely use and explore a variety of materials, tools and techniques.	Overview of skills	Overview of skills
			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. Making 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. Evaluating 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.
Spring Term	Ongoing knowledge and skills	Overview of knowledge	Overview of knowledge
S1: Superheroes S2: Dinosaurs	<u>Activities</u> Child Initiated – junk / construction models To design a Superhero and their special powers. To design an outfit for their Superhero. To design a poster To design a city in collage or practical bricks etc To design an Anti-bullying week poster. To access to a wide range of visual and audio materials such as books, poems, music, photographs and other creative materials/stimulus to ignite their interest To explore characteristics of everyday objects, shapes and materials. To know about similarities and differences in relation to places, objects, materials and living things. To begin to know the importance for good health of	<u>Year 1 Textiles - Templates and joining techniques</u> 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.	<u>Year 2 Mechanisms - Sliders and levers</u> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Early experiences of working with paper and card to make simple flaps and hinges. Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.
Spring Term		Overview of skills	Overview of skills

	<p>physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children recognise and experience a range of media and technology. (They select and use technology for particular purposes.)</p> <p>They safely use and explore a variety of materials, tools and techniques.</p>	<p>Designing</p> <p>Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</p> <p>Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p>Making</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</p> <p>Select from and use textiles according to their characteristics.</p> <p>Evaluating</p> <p>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>	<p>Designing</p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</p> <p>Making</p> <p>Plan by suggesting what to do next.</p> <p>Select and use tools, explaining their choices, to cut, shape and join paper and card.</p> <p>Use simple finishing techniques suitable for the product they are creating.</p> <p>Evaluating</p> <p>Explore a range of existing books and everyday products that use simple sliders and levers.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</p>
Summer Term	Ongoing knowledge and skills	Overview of knowledge	Overview of knowledge
<p>S1: Mini-beasts. Growth & Plants</p> <p>S2: The Gruffalo</p>	<p>Activities</p> <p>Child Initiated – junk / construction models To design a home for a chick. To list products needed for gardening. To design seed packets. Look after the environment posters. To select/ organise gardening ideas and resources. To plan and design a journey story map</p> <p>ELG2 Children follow instructions involving several ideas or actions. ELG4 Children handle equipment and tools effectively. ELG6 Children are confident about trying new activities, and say why they like some activities more than others. They say when they do or do not need help. ELG12 They recognise, create and describe patterns. ELG14 They make observations and/or representations of animals, plants and objects. ELG15 Children explore and play with a wide range of media and materials. Children have opportunities and encouragement to share and develop their thoughts,</p>	<p><u>Year 1 Food - Preparing fruit and vegetables</u></p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The Eatwell plate</i>.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	<p><u>Year 2 Mechanisms - Wheels and axles</u></p> <p>Explore and use wheels, axles and axle holders.</p> <p>Distinguish between fixed and freely moving axles.</p> <p>Know and use technical vocabulary relevant to the project.</p>
Summer Term		Overview of skills	Overview of skills
		<p>Designing</p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p>Making</p>	<p>Designing</p> <p>Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p>Making</p>

	<p>ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. ELG16 Children explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG17 Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children represent their own ideas, thoughts and feelings through design and technology. Children begin to evaluate existing products, their own work and that of others.</p> <p>Characteristics of Effective Learning Children are willing to have a go • are involved and concentrating • have their own ideas • choose ways to do things • find new ways of doing things • enjoy achieving what they set out to do.</p>	<p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p>	<p>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> <p>Evaluating Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.</p>
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Curriculum area: DESIGN				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p><u>Year 3 Mechanical Systems - Levers and linkages</u></p> <p>Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project</p>	<p><u>Year 4 Electrical Systems - Simple circuits and switches</u></p> <p>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>	<p><u>Year 5 Mechanical Systems - Pulleys or gears</u></p> <p>Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.</p>	<p><u>Year 6 Electrical Systems - More complex switches and circuits</u></p> <p>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.</p>

Autumn term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Designing 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> <p>Making 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> <p>Evaluating 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.</p>	<p>Designing 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> <p>Making 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> <p>Evaluating 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.</p>	<p>Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making Produce detailed lists of tools, equipment and materials. 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> <p>Evaluating 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. Investigate famous manufacturing and engineering companies relevant to the project.</p>	<p>Designing 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 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 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> <p>Evaluating 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>
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p><u>Year 3 Textiles - 2-D shape to 3-D product</u> Know how to strengthen, stiffen and reinforce existing fabric. 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.</p>	<p><u>Year 4 Mechanical Systems – Pneumatics</u> Understand and use pneumatic mechanisms. Know and use technical vocabulary relevant to the project.</p>	<p><u>Year 5 Structures - Frame structures</u> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project.</p>	<p><u>Year 6 Mechanical Systems - Cams</u> Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement.</p>

				Know and use technical vocabulary relevant to the project.
Spring Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Designing 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> <p>Making 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 their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p>Evaluating 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.</p>	<p>Designing Generate realistic and appropriate 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> <p>Making Order the main stages of making. Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. Select from and use finishing techniques suitable for the product they are creating.</p> <p>Evaluating Investigate and analyse books, videos and products with pneumatic mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make.</p>	<p>Designing Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p>Making Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures</p>	<p>Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p>Making Produce detailed lists of tools, equipment and materials. 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> <p>Evaluating Compare the final product to the original design specification. Test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.</p>
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge

	<p><u>Year 3 Food - Healthy and varied diet</u></p> <p>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.</p> <p>Know and use relevant technical and sensory vocabulary appropriately.</p>	<p><u>Year 4 Structures - Shell structures</u></p> <p>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p> <p>Develop and use knowledge of how to construct strong, stiff shell structures.</p> <p>Know and use technical vocabulary relevant to the project.</p>	<p><u>Year 5 Food - Celebrating culture and seasonality</u></p> <p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary.</p>	<p><u>Year 6 Textiles - Combining different fabric shapes</u></p> <p>A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</p> <p>Fabrics can be strengthened, stiffened and reinforced where appropriate.</p>
Summer Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Designing 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> <p>Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating 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>	<p>Designing Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas.</p> <p>Making Plan the order of the main stages of making. Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities.</p> <p>Use computer-generated finishing techniques suitable for the product they are creating.</p> <p>Evaluating Investigate and evaluate a range of 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>	<p>Designing 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 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 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> <p>Evaluating 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. Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p>	<p>Designing 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 and, where appropriate, computer-aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Making 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> <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>

Curriculum area: MUSIC			
Year Group:	Year R	Year 1	Year 2
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge
<p>Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing increasing musical confidence, while constantly being challenged to go further.</p> <p>All knowledge and skills are to be developed across the year, across all units of work.</p>	<p>ME (1st Term) MY STORIES (2nd Term)</p> <p>ELG – Expressive Art and Design</p> <p>To be able to sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time to the music.</p> <p>Listening and Musicianship</p> <ul style="list-style-type: none"> To recognise the words and actions to 5 nursery rhymes when singing together in a group To know what familiar songs are about. To experiment with different sounds within familiar songs. To know that you can make different sounds with parts of your body, your voice and instruments To begin to say if they like or dislike a piece of music <p>Singing</p> <ul style="list-style-type: none"> To confidently sing or say five songs from memory and sing them in unison. <p>Playing</p> <ul style="list-style-type: none"> To know the names of some of the instruments they are playing. To know there are different instruments from around the world. <p>Improvisation</p> <ul style="list-style-type: none"> To know that improvisation is when you make up your own songs and moves Everyone can improvise! <p>Composing</p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. <p>Performing</p> <p>A performance is sharing music with other people, called an audience.</p>	<p>INTRODUCING BEAT (1st Term) ADDING RHYTHM AND PITCH (2nd Term)</p> <p>Musicianship: Understanding Music:</p> <p>To begin to know some notes in C major, G major and A minor. To begin to understand the difference between creating a rhythm and a pitch pattern.</p> <p>Listening:</p> <p>Recognise some band and orchestral instruments. Begin to understand where the music fits in the world. Begin to understand about different styles of music.</p> <p>Composing</p> <p>Recognise how graphic notation can represent created sounds. Use simple notation if appropriate: crotchets and minims</p>	<p>EXPLORING SIMPLE PATTERNS (1st Term) FOCUS ON DYNAMICS AND TEMPO (2nd Term)</p> <p>Musicianship: Understanding Music</p> <p>To build on and become more confident with skills from Yr1. To recognise more notes in C major, G major, F major and A minor.</p> <p>Listening:</p> <p>Start to talk about the style of a piece of music. Recognise some band and orchestral instruments. Start to talk about where music might fit into the world.</p> <p>Singing:</p> <p>Begin to understand where the music fits in the world. Begin to talk about and understand the style of the music. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).</p> <p>Notation</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: CDEFGAB, GAB CDEF#, FGAB CDE, ABCDE. Identify hand signals as notation, and recognise music notation on a staff of five lines.</p> <p>Performing</p> <p>Talk about what the song means and why it was chosen to share. Talk about the difference between rehearsing a song and performing it.</p>
Autumn term	Overview of skills	Overview of skills	Overview of skills
	<p>Pulse – We can enjoy moving to music and finding different ways to keep the pulse.</p> <p>Rhythm – We can copy basic rhythm patterns of single words, building to short phrases from songs/nursery rhymes.</p>	<p>Pulse - We watch, follow and move to a steady beat with others. We enjoy moving to the beat in different ways.</p> <p>Rhythm - We recognise long and short sounds and copy simple rhythm patterns. We perform word chants.</p>	<p>Pulse - We can find a steady beat and the time signature 4/4. We know the beat can change, go faster or slower.</p>

	<p>Pitch – We can explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Structure – We know that songs/nursery rhymes have different sections. Just like stories. We can add actions to these sections.</p> <p>Dynamics - We can sing along to many nursery rhymes and copy or make up when the song gets loud(er) or quiet(er).</p> <p>Tempo – We can sing nursery rhymes that are slow and fast. We can copy ad adult to help us go faster or slower.</p> <p>Texture – We can perform nursery rhymes we know and add instruments, actions and dance.</p> <p>Timbre - We can hear different sounds in our surrounding environment. Playing different instruments with different sounds.</p>	<p>Pitch - We sing and play low- and high-pitched notes. We explore singing and playing CDE and FGA notes.</p> <p>Structure - We can add movement to key sections of a song. Understand when to sing in a verse and a chorus.</p> <p>Dynamics - We talk about loud and quiet sounds and can give some examples.</p> <p>Tempo - We can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Texture - We sing together. We listen out for combinations of instruments together.</p> <p>Timbre - We can identify different sounds in our environment, indoors and outdoors and some instruments we play and listen to.</p>	<p>Rhythm - We can play and copy back rhythms and make our own up for others on tuned and untuned instruments or using words.</p> <p>Pitch - We recognise high and low notes in a melody. Know and play the notes CDEFGABC with a song by ear or notation.</p> <p>Structure - We can join in with a repeated section of a song: the chorus/response. We can join in with the main tune when repeated.</p> <p>Dynamics - We can begin to know the meaning of loud and quiet (forte/piano). Identify and discuss the what makes the music loud and quiet.</p> <p>Tempo - We understand and can change the speed of a steady beat from fast to slow and slow to fast.</p> <p>Texture - We know that singing and playing together makes a musical texture. We can add body percussion.</p> <p>Timbre - We know the difference between a speaking and a singing voice. Identify friends from their voice.</p>
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>EVERYONE (1st Term) OUR WORLD (2nd Term)</p> <p>See above for continuation of knowledge across the year</p>	<p>INTRODUCING TEMPO AND DYNAMICS (1st Term) COMBINING PULSE, RHYTHM AND PITCH (2nd Term)</p> <p>See above for continuation of knowledge across the year</p>	<p>EXPLORING FEELINGS THROUGH MUSIC (1st Term) INVENTING A MUSICAL STORY (2nd Term)</p> <p>See above for continuation of knowledge across the year</p>
Spring Term	Overview of skills	Overview of skills	Overview of skills
	See above for continuation of skills across the year	See above for continuation of skills across the year	See above for continuation of skills across the year
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>BIG BEAR FUNK (1st Term) REFLECT, REWIND & REPLAY (2nd Term)</p> <p>See above for continuation of knowledge across the year</p>	<p>HAVING FUN WITH IMPROVISATION (1st Term) EXPLORE SOUND AND CREATE A STORY (2nd Term)</p> <p>See above for continuation of knowledge across the year</p>	<p>MUSIC THAT MAKES YOU DANCE (1st Term) EXPLORING IMPROVISATION (2nd Term)</p> <p>See above for continuation of knowledge across the year</p>
Summer Term	Overview of skills	Overview of skills	Overview of skills
	See above for continuation of skills across the year	See above for continuation of skills across the year	See above for continuation of skills across the year

Curriculum area: MUSIC				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
<p>Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing increasing musical confidence, while constantly being challenged to go further.</p> <p>All knowledge and skills are to be developed across the year, across all units of work.</p>	<p>DEVELOPING NOTATION SKILLS (T1) ENJOYING IMPROVISATION (T2)</p> <p>Musicianship: Understanding Music: To consolidate and build on skills from year 2. To begin to understand that music can be played in different time signatures e.g. 2/4, 3/4, 4/4.</p> <p>Listening: Talk about what the song or piece of music means. Identify some instruments you can hear playing. Identify if it's a male or female voice singing the song. Talk about the style of the music.</p> <p>Notation: Identify: Stave, Treble clef, Time signature, Lines and spaces on the stave. Identify and understand the differences between crotchets and paired quavers.</p> <p>Performing: Talk about what the song means and why it was chosen to share. Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment.</p>	<p>INTERESTING TIME SIGNATURE (T1) COMBINING ELEMENTS TO MAKE MUSIC (T2)</p> <p>Musicianship: Understanding Music To consolidate and build on skills from year 3.</p> <p>Listening: Talk about the words of a song. Think about why the song or piece of music was written. Know and understand what a musical introduction is and its purpose. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> <p>Singing: Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p> <p>Notation: Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Performing: Begin to explain why the song was chosen, including its composer and the historical and cultural context of the song. Talk about what the rehearsal and performance has taught the student. Reflect on the performance and how well it suited the occasion. Discuss and respond to any</p>	<p>GETTING STARTED WITH MUSIC TECH (T1) EMOTIONS AND MUSICAL STYLES (T2)</p> <p>Musicianship: Understanding Music To consolidate and build on skills from year 4.</p> <p>Listening: Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Explain the role of a main theme in musical structure. Know and understand what a musical introduction is and its purpose. Begin to explore the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> <p>Singing: Talk about the different styles of singing used for different styles of song. Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Notation: Identify the stave and symbols on the stave (treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. Begin to understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Performing:</p>	<p>DEVELOPING MELODIC PHRASES (T1) UNDERSTANDING STRUCTURE AND FORM (T2)</p> <p>Musicianship: Understanding Music To consolidate and build on skills from year 5.</p> <p>Listening: Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Begin to identify a range of different time signatures. Begin to identify the musical style of a song using some musical elements. Begin to identify a wide range of instruments by ear and through a range of media: Begin to discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. Begin to recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p> <p>Singing: Talk about the different styles of singing used for the different styles of songs sung in this year. Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p> <p>Notation:</p>

		feedback; consider how future performances might be different.	Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. Record the performance and explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.	Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign. Performance: Understand the importance of the performing space and how to use it. Collect feedback from the audience and reflect how the audience believed in the performance. Discuss how the performance might change if it was repeated in a larger/smaller performance space.
Autumn term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Pulse– We can the steady beat on an instrument and find the 'strong' beat. Play in time with a 2/4 4/4 or 3/4 steady beat.</p> <p>Rhythm – We can recognise by ear/notation minims, crotchets, quavers and their rests. Copy and create rhythms using these.</p> <p>Pitch – We can learn to sing or play a melody by ear/notation. We can show the shape of the melody. Begin to know the names CDEFF&GABbBc on a staff/stave.</p> <p>Structure – We can show the different sections of a song structure or piece of music through actions.</p> <p>Dynamics – We can respond to forte (loud) sections of music and identify instruments playing loudly. Use dynamics to help communicate meaning of a song.</p> <p>Tempo – We can change the speed of the steady beat and control it getting faster or slower.</p> <p>Texture – We can add body accompaniments and recognise the accompaniment and the solo players.</p> <p>Timbre - We can choose certain instruments for performing and identify untuned and tuned instruments.</p>	<p>Pulse– We can play in time with the steady beat 2/4 4/4 3/4 and respond to 'offbeat' or 'backbeat'.</p> <p>Rhythm – We can recognise, copy and create rhythm patterns that use semibreves, minims, crotchets, quavers, dotted minims/crotchets. Know the difference between beat and rhythm.</p> <p>Pitch – We can play 1 or more of 4 differentiated melodic instrumental parts by ear/notation. Begin to know the names CDEFF&GABbBcC&D on a staff/stave. Explore intervals and major/minor scales.</p> <p>Structure – We can identify and explain verse, chorus, bridge, repeat signs, improvisation, call and response, instrumental break and their purpose.</p> <p>Dynamics – We can identify graduation of dynamics and use the vocab crescendo/diminuendo.</p> <p>Tempo – We can change the speed of the steady beat and control it getting faster or slower and control our speed in a class performance.</p> <p>Texture – We can identify male and female voices and different instruments and talk about the textures they make. Talk about the effect of repeated melodic and rhythmic patterns.</p> <p>Timbre - We can explain tone colour and recognise different instruments and their families. Difference between male and female voices and the importance of vocal warm up.</p>	<p>Pulse– We can play in time with the steady beat 2/4 4/4 3/4 6/8 and respond to 'offbeat' or 'backbeat'.</p> <p>Rhythm – We can recognise copy and create rhythm patterns that use dotted crotchets, quavers, triplet quavers and their rests. Recall the most memorable rhythms in a song or piece of music.</p> <p>Pitch – We can play 1 or more of 4 differentiated melodic instrumental parts by ear/notation. Begin to know the names CDEFF&GABbBcC&D on a staff/stave. Explore intervals 3rds and pentatonic scales.</p> <p>Structure – We can consolidate our knowledge of verse, chorus, bridge, repeat signs, improvisation, call & response, instrumental break and their purpose.</p> <p>Dynamics – We can identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p>Tempo – We can control the beat getting faster or slower. We can recognise the connection between different tempos and musical styles.</p> <p>Texture – We can identify changes in texture within a song/piece of music. Talk about the different textures created by Intervals, chords, instruments breaks/solos.</p> <p>Timbre - We can begin to recognise the following ensembles: Gospel choir/soloist, Rock band, Symphony orchestra, A Cappella group. Begin to recognise tone colour and rapping.</p>	<p>Pulse– We can play in time with the steady beat 2/4 4/4 3/4 6/8 5/4 and identify syncopation and swing.</p> <p>Rhythm – We can recognise copy and create rhythm patterns that use dotted crotchets, quavers, triplet quavers and their rests and 9/8 patterns. Recall the most memorable rhythms in a song or piece of music.</p> <p>Pitch – We can play 1 or more of 4 differentiated melodic instrumental parts by ear/notation. Begin to know the names CDEFF&GABbBcC&D on a staff/stave. Explore intervals 3rds/5ths and blues scales.</p> <p>Structure – We can talk about how musical styles often have the same musical structure and changing tonality within the song creates different sections</p> <p>Dynamics – We can Identify how dynamics change the mood & feel of music using Yr5 vocab. How dynamics can support the structure of a song/ piece of music.</p> <p>Tempo – We can recognise the connection between different tempos and musical styles. We can suggest and recognise effective use of tempo.</p> <p>Texture – We can talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Timbre - We can recognise the following ensembles: Gospel choir/soloist, Pop group, A Cappella group. Recognise tone colour and rapping. A range of instruments incl. steel pans, harmonica, banjo.</p>
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge

	COMPOSING USING YOUR IMAGINATION (T1) SHARING MUSICAL EXPERIENCES (T2) See above for continuation of knowledge across the year	DEVELOPING PULSE AND GROOVE THROUGH IMPROVISATION (T1) CREATING SIMPLE MELODIES TOGETHER (T2) See above for continuation of knowledge across the year	EXPLORING KEY AND TIME SIGNATURES (T1) INTRODUCING CHORDS (T2) See above for continuation of knowledge across the year	GAINING CONFIDENCE THROUGH PERFORMANCE (T1) EXPLORING NOTTATION FURTHER (T2) See above for continuation of knowledge across the year
Spring Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	See above for continuation of skills across the year	See above for continuation of skills across the year	See above for continuation of skills across the year	See above for continuation of skills across the year
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	LEARNING MORE ABOUT MUSICAL STYLES (T1) RECOGNISING DIFFERENT SOUNDS (T2) See above for continuation of knowledge across the year	CONNECTING NOTES AND FEELINGS (T1) PURPOSE, IDENTITY AND EXPRESSION IN MUSIC (T2) See above for continuation of knowledge across the year	WORDS, MEANING AND EXPRESSION (T1) IDENTIFYING IMPORTANT MUSICAL ELEMENTS (T2) See above for continuation of knowledge across the year	USING CHORDS AND STUCTURE (T1) RESPECTING EACH OTHER THROUGH COMPOSITION (T2) See above for continuation of knowledge across the year
Summer Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	See above for continuation of skills across the year	See above for continuation of skills across the year	See above for continuation of skills across the year	See above for continuation of skills across the year

Curriculum area: PE			
Year Group:	Year R	Year 1	Year 2
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Me and Myself (A1) I know the reasons for rules, know right from wrong and try to behave accordingly. Shows some understanding towards the effects of activity on their body. Responds to ideas showing understanding, asking appropriate questions of others.</p> <p>Movement and Catching (Au2) <u>I know the reasons for rules, know right from wrong and try to behave accordingly.</u> <u>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</u> <u>Show some understanding towards the effects of the activity on their body.</u> Aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions</p>	<p><u>Invasion games: Football and Handball (A1)</u> I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.</p> <p>Gymnastics (A2) I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends.</p> <p>Net and Wall Games: Tennis (A2) I know what a rally is. I know that there are rules of the game to follow. I know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent. I know when to move to get in line with the ball to receive it.</p>	<p><u>Invasion games: Football and Tag Rugby (A1)</u> I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.</p> <p>Gymnastics (A2) I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends.</p> <p>Net and Wall Games: Tennis (A2) I know what a rally is. I know that there are rules of the game to follow. I know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent. I know when to move to get in line with the ball to receive it.</p>
Autumn term	Overview of skills	Overview of skills	Overview of skills
	<p>Me and Myself (A1) I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. I can work and play cooperatively and take turns with others.</p>	<p><u>Invasion games: Football and Handball (A1)</u> I can move a ball in different ways. I can show basic ball control when sending an object to a target, catching, gathering, and rolling. I can play in a safe way – showing good awareness of others. I can stop/catch a ball.</p>	<p><u>Invasion games: Football and Tag Rugby (A1)</u> I can move a ball in different ways. I can show basic ball control when sending an object to a target, catching, gathering, and rolling. I can play in a safe way – showing good awareness of others. I can stop/catch a ball.</p>

	<p>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>I can show sensitivity to my own and to others' needs.</p> <p>I can dress myself with support if necessary.</p> <p>I can move freely and with pleasure and confidence in a range of skilful ways.</p> <p>I can engage in conversations with others.</p> <p>I can run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Movement and Catching (A2)</p> <p><u>I can negotiate space and obstacles safely, with consideration for myself and others.</u></p> <p><u>I can demonstrate strength, balance and coordination when playing.</u></p> <p><u>I can move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</u></p> <p><u>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</u></p> <p><u>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</u></p> <p><u>I can travel with confidence and skill in a range of movements when using equipment.</u></p> <p><u>I can move freely and with pleasure and confidence in a range of skilful ways.</u></p>	<p>I can control the ball using basic actions.</p> <p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can shoot to a target or goal.</p> <p>I can defend between ball and target.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>Gymnastics (A2)</p> <p>I can perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</p> <p>I can combine different ways of travelling exploring a range of movements and shapes.</p> <p>I can perform movement phrases using a range of different body parts/actions.</p> <p>I can perform fundamental movement skills on the floor and apparatus.</p> <p>I can move safely using changes of speed, level, and direction.</p> <p>I can form simple sequences of different actions, using the floor and a variety of apparatus.</p> <p>Net and Wall Games: Tennis (A2)</p> <p>I can engage in competitive and cooperative activities (both against self and against others).</p> <p>I can move and use the ball in different way.</p> <p>I can show basic ball control with simple actions.</p> <p>I can send a ball to a partner (throwing, pushing, rolling).</p> <p>I can perform a range action including catching/gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow.</p> <p>I can hold a racket correctly.</p> <p>I can show good awareness of others during games and activities.</p> <p>I can move fluently, changing direction and speed – showing good awareness of others.</p>	<p>I can control the ball using basic actions.</p> <p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can shoot to a target or goal.</p> <p>I can defend between ball and target.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>I can improve movement skills whilst moving with the ball in two hands, progressing to beating a defender (Tag Rugby) I know how to tag and begin tagging players in game situations (tag rugby).</p> <p>Gymnastics (A2)</p> <p>I can perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</p> <p>I can combine different ways of travelling exploring a range of movements and shapes.</p> <p>I can perform movement phrases using a range of different body parts/actions.</p> <p>I can perform fundamental movement skills on the floor and apparatus.</p> <p>I can move safely using changes of speed, level, and direction.</p> <p>I can form simple sequences of different actions, using the floor and a variety of apparatus.</p> <p>Net and Wall Games: Tennis (A2)</p> <p>I can engage in competitive and cooperative activities (both against self and against others).</p> <p>I can move and use the ball in different way.</p> <p>I can show basic ball control with simple actions.</p> <p>I can send a ball to a partner (throwing, pushing, rolling).</p> <p>I can perform a range action including catching/gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g., high, low, fast, slow.</p> <p>I can hold a racket correctly.</p> <p>I can show good awareness of others during games and activities.</p> <p>I can move fluently, changing direction and speed – showing good awareness of others.</p>
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p><u>Throwing and Catching (Sp1)</u></p> <p><u>I know how to respond to simple instructions, showing a good understanding of safety when using tools and equipment.</u></p> <p><u>I know the boundaries that are set, and the behavioural expectations in the setting, and can respond to simple instructions.</u></p>	<p>Dance (Sp1)</p> <p>I know that dance phrases are small sections of a dance that make a complete routine.</p> <p>I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas.</p> <p>I know when practising and using a stimulus I can remember and repeat short dance phrases.</p> <p>Invasion Games: Hockey (Sp1)</p>	<p>Dance (Sp1)</p> <p>I know that dance phrases are small sections of a dance that make a complete routine.</p> <p>I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas.</p> <p>I know when practising and using a stimulus I can remember and repeat short dance phrases.</p> <p>Invasion Games: Hockey (Sp1)</p>

	<p><u>Dance (Sp2)</u> <u>I know and understand the concept of playing characters and taking on different roles and perform in character to the music.</u></p>	<p>I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.</p> <p>Outdoor and Adventurous Games: Orienteering (Sp2) I know that there are safety rules and procedures for taking part in orienteering events. I know that there are some basic features on a map and what they represent. I know that there is a competitive element to orienteering. I know that there are direction points on a compass and what they are used for. I know that working together is important in group activities. I know which route to select on a map.</p> <p>Target Games: Dodgeball (Sp2) I know that the ball moves in different ways. I know that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. I know when to throw the ball to a partner or opponent.</p>	<p>I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.</p> <p>Outdoor and Adventurous Games: Orienteering (Sp2) I know that there are safety rules and procedures for taking part in orienteering events. I know that there are some basic features on a map and what they represent. I know that there is a competitive element to orienteering. I know that there are direction points on a compass and what they are used for. I know that working together is important in group activities. I know which route to select on a map.</p> <p>Target Games: Dodgeball (Sp2) I know that the ball moves in different ways. I know that control and accuracy is needed when aiming for a target. I can choose skills needed when competing in games. I know when to throw the ball to a partner or opponent.</p>
Spring Term	Overview of skills	Overview of skills	Overview of skills
	<p><u>Throwing and Catching (Sp1)</u> <u>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</u> <u>I can negotiate space and obstacles safely, with consideration for myself and others.</u> <u>I can use a range of small tools, including scissors, paint brushes and cutlery.</u> <u>I can form positive attachments to adults and friendships with peers.</u> <u>I can try new activities and show independence, resilience and perseverance in the face of challenges.</u></p>	<p>Dance (Sp1) I can respond imaginatively to a range of stimuli. I can move confidently and safely in general space, using changes of speed, level, and direction. I can perform movement phrases using a range of different body actions and body parts – with control and accuracy. I can compose short dances. I can move with control to music. I can link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.</p> <p>Invasion Games: Hockey (Sp1) I can move a ball in different ways. I can show basic ball control when sending an object to a target, catching, gathering, and rolling. I can play in a safe way – showing good awareness of others.</p>	<p>Dance (Sp1) I can respond imaginatively to a range of stimuli. I can move confidently and safely in general space, using changes of speed, level, and direction. I can perform movement phrases using a range of different body actions and body parts – with control and accuracy. I can compose short dances. I can move with control to music. I can link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.</p> <p>Invasion Games: Hockey (Sp1) I can move a ball in different ways. I can show basic ball control when sending an object to a target, catching, gathering, and rolling. I can play in a safe way – showing good awareness of others.</p>

	<p><u>I can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</u></p> <p><u>I can show increased control when catching a ball.</u></p> <p><u>I can show increasing control over an object, pushing, passing, throwing, catching, or kicking it.</u></p> <p><u>I can move freely and with pleasure and confidence in a range of skilful ways.</u></p> <p><u>I can play fairly in a group.</u></p> <p><u>I can show the ability to accept the needs of others and can take turns and share resources, sometimes with support from others.</u></p> <p>Dance (Sp2)</p> <p><u>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</u></p> <p><u>I can negotiate space and obstacles safely, with consideration for myself and others.</u></p> <p><u>I can form positive attachments to adults and friendships with peers.</u></p> <p><u>I can try new activities and show independence, resilience and perseverance in the face of challenges.</u></p> <p><u>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</u></p> <p><u>I can demonstrate strength, balance and coordination when playing.</u></p> <p><u>I can explore different movements – keeping good balance and coordination.</u></p> <p><u>I can show different emotions, impressions and expressions depending on the stimuli.</u></p> <p><u>I can listen to the music and move in time with it.</u></p> <p><u>I can work well with a partner, copying and mirroring movements.</u></p> <p><u>I can work well with others.</u></p>	<p>I can stop/catch a ball.</p> <p>I can control the ball using basic actions.</p> <p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can shoot to a target or goal.</p> <p>I can defend between ball and target.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>Outdoor and Adventurous Games: Orienteering (Sp2)</p> <p>I can move in different directions and a variety of different ways.</p> <p>I can map read to solve problems.</p> <p>I can take part in an orienteering event following rules and playing fairly.</p> <p>I can participate with others.</p> <p>Target Games: Dodgeball (Sp2)</p> <p>I can catch a large ball.</p> <p>I can move a ball in different ways.</p> <p>I can pass, send, and roll a ball in different ways.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>I can send a ball towards a target.</p>	<p>I can stop/catch a ball.</p> <p>I can control the ball using basic actions.</p> <p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can shoot to a target or goal.</p> <p>I can defend between ball and target.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>Outdoor and Adventurous Games: Orienteering (Sp2)</p> <p>I can move in different directions and a variety of different ways.</p> <p>I can map read to solve problems.</p> <p>I can take part in an orienteering event following rules and playing fairly.</p> <p>I can participate with others.</p> <p>Target Games: Dodgeball (Sp2)</p> <p>I can catch a large ball.</p> <p>I can move a ball in different ways.</p> <p>I can pass, send, and roll a ball in different ways.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>I can send a ball towards a target.</p>
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Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Fun and Games (Su1) I know and understand the reasons for rules, know right from wrong and try to behave accordingly. I know and understand the need for safety when tackling new challenges and consider and manage some risks when using equipment. I know and am aware of the boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</p> <p>Working with others (Su2) I know and understand of my own feelings and those of others, and begin to regulate my behaviour accordingly. I know and show some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health. I know and am aware of boundaries set, and of behavioural expectations in the setting, and can respond to simple instructions.</p>	<p>Fitness (Su1) I know that being active and playing games is good for you. I know that your heartrate changes when playing a game. I know that you breathe quickly during exercise. I understand why being active and playing games is good for you.</p> <p>Invasion: Netball (Su1) I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.</p> <p>Athletics (Su2) I know that there is a difference in technique between sprinting and running over longer distance. I know that there is control and coordination needed when running.</p> <p>Striking and Fielding: Rounders (Su2) I know that there are rules of the game I must follow. I know the importance of good awareness of others when playing games. I know when to apply simple tactics, such as, hit the ball into space to help score more points.</p>	<p>Fitness (Su1) I know why running is good for you.</p> <p>Invasion: Basketball (Su1) I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents. I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game. I know that there are attackers and defenders in games, and I can identify them. I know when to recognise space in games and use it to gain an advantage. I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent. I know when to use simple tactics in game situations, such as deciding when to pass and when to run.</p> <p>Athletics (Su2) I know that there is a difference in technique between sprinting and running over longer distance. I know that there is control and coordination needed when running.</p> <p>Striking and Fielding: Cricket (Su2) I know that there are rules of the game I must follow. I know the importance of good awareness of others when playing games. I know when to apply simple tactics, such as, hit the ball into space to help score more points.</p>
Summer Term	Overview of skills	Overview of skills	Overview of skills
	<p>Fun and Games (Su1) I can work and play cooperatively and take turns with others. I can be confident to try new activities and show independence, resilience and perseverance in the face of challenges. I can use a range of small tools, including scissors, paint brushes and cutlery. I can negotiate space and obstacles safely, with consideration to myself and others. I can run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Fitness (Su1)</p> <p>Invasion: Netball (Su1) I can move a ball in different ways. I can show basic ball control when sending an object to a target, catching, gathering, and rolling. I can play in a safe way – showing good awareness of others. I can stop/catch a ball. I can control the ball using basic actions.</p>	<p>Fitness (Su1)</p> <p>Invasion: Basketball (Su1) I can move a ball in different ways. I can show basic ball control when sending an object to a target, catching, gathering, and rolling. I can play in a safe way – showing good awareness of others. I can stop/catch a ball. I can control the ball using basic actions.</p>

	<p>I can begin to accept the needs of others and can take turns and share, sometimes with the support of others.</p> <p>I can move freely and with pleasure and confidence in a range of skilful ways.</p> <p>I can show understanding when counting objects to 10 and beginning to count beyond 10.</p> <p>Working with others (Su2)</p> <p>I can work and play cooperatively and take turns with others.</p> <p>I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to my own and to others' needs.</p> <p>I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>I can play in a group.</p> <p>I can keep play going by responding to what others are saying or doing.</p> <p>I can begin to accept the needs of others and can take turns and share, sometimes with the support of others.</p> <p>I can run skilfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles.</p>	<p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can shoot to a target or goal.</p> <p>I can defend between ball and target.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>Athletics (Su2)</p> <p>I can apply basic athletic skills and techniques to a variety of activities.</p> <p>I can practise different jumping techniques, showing control, coordination, and consistency throughout.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>I can throw overarm, underarm and pull throw towards a target.</p> <p>I can run, jump, and throw with increasing control and coordination.</p> <p>Striking and Fielding: Rounders (Su2)</p> <p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can run, jump, throw, catch, and skip.</p> <p>I can compete against myself and others.</p> <p>I can throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control.</p> <p>I can catch and stop the ball, getting in line with the ball to receive it.</p>	<p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can shoot to a target or goal.</p> <p>I can defend between ball and target.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>Athletics (Su2)</p> <p>I can apply basic athletic skills and techniques to a variety of activities.</p> <p>I can practise different jumping techniques, showing control, coordination, and consistency throughout.</p> <p>I can run, jump, balance, hop, leap, and skip.</p> <p>I can throw overarm, underarm and pull throw towards a target.</p> <p>I can run, jump, and throw with increasing control and coordination.</p> <p>Striking and Fielding: Cricket (Su2)</p> <p>I can move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</p> <p>I can run, jump, throw, catch, and skip.</p> <p>I can compete against myself and others.</p> <p>I can throw/hit a ball in different ways e.g., high, low, fast, slow showing basic control.</p> <p>I can catch and stop the ball, getting in line with the ball to receive it.</p>
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Curriculum area: PE				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Invasion games: Football (A1)</p> <p>Employ simple tactics in game situations. Recognise and explain good performances. Understand the link between heart rate and breathing when exercising. Recognise good performance and be able to identify what you need to practice to improve your own performance. Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult. Recognise and describe what happens to your breathing and heart rate when playing games and begin to</p>	<p>Invasion games: Football (A1)</p> <p>Explain and apply basic attacking and defending principles. Identify what you need to practice to improve your performance. Employ and explain simple tactics in game situations. Learn to recognise your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Know, keep, and follow the rules of the game. Develop the understanding of the importance of speed and stamina when playing invasion games. Explain simple tactics in game situations.</p>	<p>Invasion games: Football (A1)</p> <p>Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Explain why a performance is good. Understand how physical activity can contribute to a healthy lifestyle. Learn how to evaluate and recognise success. Choose different formations to suit the needs of the game. Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. Watch and evaluate the success of a game, whilst recognising parts of a performance that could be</p>	<p>Invasion games: Football (A1)</p> <p>Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. Understand how to improve in different physical activities and sport. Understand there are different ways to defend. Understand there are different ways to attack as a team. Know how invasion sports helps your fitness and health. Give feedback to individual, teams and your own performance,</p>

	<p>understand why you get hotter when playing games. Learn how to recognise your own success. Describe how your body feels when exercising. Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Identify what you do best and what you find most difficult and recognise this in others performance. Improve decision making skills and choose the right skills that meet the needs of the situation. Play simple invasion games with an understanding of the basic rules. To follow the rules of the game.</p> <p>Invasion games: Handball (A1) Employ simple tactics in game situations. Recognise and explain good performances. Understand the link between heart rate and breathing when exercising. Recognise good performance and be able to identify what you need to practice to improve your own performance. Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult. Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. Learn how to recognise your own success. Describe how your body feels when exercising. Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Identify what you do best and what you find most difficult and recognise this in others performance. Improve decision making skills and choose the right skills that meet the needs of the situation. Play simple invasion games with an understanding of the basic rules. To follow the rules of the game.</p> <p>Gymnastics (A2) Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. Describe how your body feels when exercising.</p> <p>Net and wall games: Tennis (A2) Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique. Compete with others – keeping and</p>	<p>Recognise what you do well and what you find difficult. Devise suitable warm up activities for the upcoming activity. Identify and describe the skills needed to improve your game.</p> <p>Invasion games: Tag rugby (A1) Explain and apply basic attacking and defending principles. Identify what you need to practice to improve your performance. Employ and explain simple tactics in game situations. Learn to recognise your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Know, keep, and follow the rules of the game. Develop the understanding of the importance of speed and stamina when playing invasion games. Explain simple tactics in game situations. Recognise what you do well and what you find difficult. Devise suitable warm up activities for the upcoming activity. Identify and describe the skills needed to improve your game.</p> <p>Gymnastics (A2) Recognise and explain a good performance.</p> <p>Net and wall games: Tennis (A2) Understand the different types of rallies, participating in both. Recognise and explain good performances. Learn how to recognise and evaluate your own success. Describe how your body feels when exercising, further understanding the link between heart rate and breathing when exercising. Devise suitable warm-up activities for the upcoming activities. Identify what they need to practice to improve their performance. Explain the tactics they have used in games.</p>	<p>improved and identifying practices that will help. Suggest ideas for warming up and explain your choices. Understand how the muscles work – work by getting shorter, relax by getting longer. Understand the importance of being physically fit. Know the difference between attacking and defending skills. Know how to mark and defend your goal. Identify strengths and weaknesses of your own and other performances and explain your reasoning.</p> <p>Invasion games: Handball (A1) Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Explain why a performance is good. Understand how physical activity can contribute to a healthy lifestyle. Learn how to evaluate and recognise success. Choose different formations to suit the needs of the game. Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. Suggest ideas for warming up and explain your choices. Understand how the muscles work – work by getting shorter, relax by getting longer. Understand the importance of being physically fit. Know the difference between attacking and defending skills. Know how to mark and defend your goal. Identify strengths and weaknesses of your own and other performances and explain your reasoning.</p> <p>Gymnastics (A2) Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles. Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.</p> <p>Net and wall games: Tennis (A2) Understand tactics in net games, such as aiming into space to beat an opponent. Use these tactics to try win games. Identify spaces and understand the tactic of hitting into gaps. Watch and evaluate the success of games. Able to explain why a performance is good, and what part of a</p>	<p>describing the best points, suggesting how to improve, and commenting on techniques and tactics. Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. Identify and evaluate parts of your own game and others, providing feedback. Understand how physical activity can contribute to a healthy lifestyle. Understand how muscles work. Adapt games and activities making sure everyone has a role to play. Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Understand how to improve in different physical activities and sport. To understand the rules of the game and participate in full games.</p> <p>Invasion games: Tag rugby (A1) Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. Understand how to improve in different physical activities and sport. Understand there are different ways to defend. Understand there are different ways to attack as a team. Know how invasion sports helps your fitness and health. Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. Identify and evaluate parts of your own game and others, providing feedback. Understand how physical activity can contribute to a healthy lifestyle. Understand how muscles work. Adapt games and activities making sure everyone has a role to play. Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Understand how to improve in different physical activities and sport. To understand the rules of the game and participate in full games. Understand the importance of keeping in a line in both attacking and defending plays. (tag rugby)</p> <p>Gymnastics (A2) Work effectively as part of a team, recognising success, and give constructive feedback. Create</p>
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	<p>following the rules of the game. Identify what you do well and what you find difficult. Further understand the link between heart rate and breathing when exercising. Employ simple tactics in game situations and explain why they have used the tactics. Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance. Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.</p>		<p>performance could be improved and why. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how the muscles work e.g. work by getting shorter, relax by getting longer. Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how. Learn how to evaluate and recognise their own success.</p>	<p>short warm up routines that follow important principles.</p> <p>Net and wall games: Tennis (A2)</p> <p>Describe good technique of the forehand, backhand, and overhead clear. Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Evaluate your own success and areas of improvement, as well as others. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. Recognise part of a performance that could be improved and explain how. Continue to evaluate and recognise their own success. Understand the importance of being physically fit and how physical activity can contribute to a healthy lifestyle</p>
Autumn term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Invasion games: Football (A1)</p> <p>Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Use a range of skills to keep possession of the ball. Keep the ball under control, passing and receiving with increasing accuracy. Choose space/ positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Pass and receive the ball with control. Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession.</p> <p>Invasion games: Handball (A1)</p> <p>Move with a ball keeping it under close control. Keep possession of a ball as part of a team. Receive a ball successfully. Take up spaces/positions that make it difficult for opponents. Perform basic skills needed for games with control and accuracy. Pass/send a ball with increasing accuracy and at different speeds.</p>	<p>Invasion games: Football (A1)</p> <p>Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p> <p>Invasion games: Tag rugby (A1)</p>	<p>Invasion games: Football (A1)</p> <p>Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when faced with opponents. Apply basic principle for attacking – using skills to keep possession of the ball. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. Apply basic principles for defending - defend by marking, covering, and tracking opponents as appropriate. Participate in competitive games, modified where appropriate. Develop technique of important skills – such as passing. Keep possession of the ball when faced with opponents. Apply basic principle for attacking – use a variety of tactics to keep possession of the ball. Change speed and direction to get away from a defender. Use a variety of tactics, like use of space and positions to keep the ball. Use simple tactics in games to achieve success as a team. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increase accuracy and confidence of passing and shooting skills. Increase accuracy and control when passing and catching whilst moving at speed. Participate in competitive games, following</p>	<p>Invasion games: Football (A1)</p> <p>Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. Combine and perform skills with control, adapting them to meet the needs of the situation. Choose and apply a range of tactics and strategies when both attacking and defending. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. Work effectively as a team. Use a variety of tactics to keep possession of the ball, applying the principles of attacking. Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. Carefully consider the best way to score and win the game, remembering to find and use space when running.</p>

	<p>Shoot/ score with some success. Use a range of skills to keep possession of the ball. Keep the ball under control, passing and receiving with increasing accuracy. Choose space/ positions where you can receive a pass or to support a teammate. Develop control and technique both in movements and manipulation. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Pass and receive the ball with control. Select passes that keep possession. Move to support teammates once you have passed the ball and explain how to keep possession.</p> <p>Gymnastics (A2) Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance.</p> <p>Net and wall games: Tennis (A2) Participate in rallies with others. Can hit the ball when in the air, varying height, speed and direction into space and to a partner. Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action. Throw/ send a ball using a variety of techniques. Take up space/ positions that make it difficult for opponents. Keep a rally going. Send a ball into space at different speeds and heights to make it difficult for the opponent.</p>	<p>Pass in different ways e.g. high, low, fast, slow. Find and use space in game situations and work well as part of a team. Explain simple tactics in game situations. Move the ball keeping it under control whilst changing direction. Apply basic attacking and defending principles such as finding and using space in game situations. Pass, shoot and receive a ball with increasing accuracy, control and success. Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Move forward to attack as part of a team – running in a line. To work as part of a team when defending, keeping in a line, and spreading out. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p> <p>Gymnastics (A2) Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. Show control, accuracy and fluency of movement when performing actions on your own and with a partner. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. Collaborate with others.</p> <p>Net and wall games: Tennis (A2) Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. Use different skills</p>	<p>the rules and playing fair. Continue to improve different ways to pass – fast, slow, high, low.</p> <p>Invasion games: Handball (A1) Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when faced with opponents. Apply basic principle for attacking – using skills to keep possession of the ball. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. Apply basic principles for defending - defend by marking, covering, and tracking opponents as appropriate. Participate in competitive games, modified where appropriate. Develop technique of important skills – such as passing. Keep possession of the ball when faced with opponents. Apply basic principle for attacking – use a variety of tactics to keep possession of the ball. Change speed and direction to get away from a defender. Use a variety of tactics, like use of space and positions to keep the ball. Use simple tactics in games to achieve success as a team. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increase accuracy and confidence of passing and shooting skills. Increase accuracy and control when passing and catching whilst moving at speed. Participate in competitive games, following the rules and playing fair. Continue to improve different ways to pass – fast, slow, high, low.</p> <p>Gymnastics (A2) Perform movements accurately with a sense of rhythm. Explore, improvise, and combine movement ideas fluently and effectively. Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation. Develop flexibility, strength, control, technique, and balance.</p> <p>Net and wall games: Tennis (A2) Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection; height and speed. Improve consistency of shots, noticing longer rallies. Use different</p>	<p>Invasion games: Tag rugby (A1) Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. Develop control whilst performing skills at speed. Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. Use the defending principles in game situations, including marking, tracking and covering, to gain possession. Combine and perform skills with control, adapting them to meet the needs of the situation. Choose and apply a range of tactics and strategies when both attacking and defending. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. Work effectively as a team. Use a variety of tactics to keep possession of the ball, applying the principles of attacking. Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. Carefully consider the best way to score and win the game, remembering to find and use space when running. Successfully remove tags in accordance with the rules.</p> <p>Gymnastics (A2) Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm. Combine and perform gymnastic actions, shapes, and balances more fluently and effectively. Use combinations of dynamics using the space effectively. Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the look of a sequence.</p> <p>Net and wall games: Tennis (A2)</p>
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		to try and win games. Work together to keep a rally going, returning the ball/shuttle to a partner. With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. Can move around the court with purpose. Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy. Send/hit a ball into space, at different speeds and heights to make it difficult for your opponent. Begin to apply basic movements in a range of activities and in combination. Apply basic principles for attacking including finding and using space in game situations. Keep a rally going using a range of shots. Apply basic principles suitable for attacking and defending. Choose the appropriate hitting and throwing technique to meet the demands of the task. Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball consistently.	racket skills and types of movement during a competitive or cooperative rally. To participate in rallies with and without a racket. Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. Can demonstrate fast paced movements, fluently changing direction and speed. Hit the ball with purpose. Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. Participate in competitive games, modified where appropriate. Use good footwork that allows the ball to be hit with good technique. Adopt a good ready position and show good position on court. Show good awareness of others in game situations. Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.	Experiment with the racket using different skills. Play shots at different heights, direction, and speed, and improve hitting the ball whilst moving. Use different skills and tactics learnt to try win games. Improve consistency of shots, directing them to help win competitions. Be continuous within a rally and regularly play consistent shots. Use tactical serves to deceive opponent. Demonstrate fast paced movements, including the chasse step and lunge whilst increasing shuttle accuracy. (badminton) Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence. Apply the principles of attacking. Adopt a good ready position with purpose and show good position on court. Participate in competitive games, modified, and adapted where appropriate. Apply basic principles suitable for attacking. Identify spaces and understand the tactic of hitting into gaps. Use good footwork that allows the ball to be hit with good technique.
Spring Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Dance (Sp1) Describe and evaluate the effectiveness and quality of a dance. Collaborate with others</p> <p>Swimming (Sp1 and Sp2)</p> <p>Target games: Dodgeball (Su2) Understand how finding space can help in game situations. Begin to understand why you get hotter when you exercise and play games. Identify what you do best and what you find difficult. Explain what success you have seen in games, and how individuals and teams achieved it. Explore and understand how correct putting techniques can create a successful shot.</p>	<p>Dance (Sp1) Be able to describe your own dance, taking characters into account as well as identifying what they need to practice to improve their dance. Understand the link between heart rate and breathing when exercising.</p> <p>Invasion games: Hockey (Sp1) Explain and apply basic attacking and defending principles. Identify what you need to practice to improve your performance. Employ and explain simple tactics in game situations. Learn to recognise your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Know, keep, and follow the rules of the game. Develop the understanding of the importance of speed and stamina when playing invasion games. Explain simple tactics in game situations. Recognise what you do well and what you find difficult. Devise suitable warm up activities for the upcoming activity. Identify and describe the skills needed to improve your game.</p>	<p>Dance (Sp1) Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback. Work effectively as part of a team. Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles</p> <p>Invasion games: Hockey (Sp1) Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Explain why a performance is good. Understand how physical activity can contribute to a healthy lifestyle. Learn how to evaluate and recognise success. Choose different formations to suit the needs of the game. Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. Suggest ideas for warming up and explain your choices. Understand how the muscles work – work</p>	<p>Dance (Sp1) Share ideas in small groups, working together to create a routine incorporating different elements. Use imagination to develop dances to music and develop expressive qualities.</p> <p>Invasion games: Hockey (Sp1) Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. Understand how to improve in different physical activities and sport. Understand there are different ways to defend. Understand there are different ways to attack as a team. Know how invasion sports helps your fitness and health. Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. Identify and evaluate parts of your own</p>

		<p>Outdoor and adventurous activities: Orienteering (Su2) Have knowledge of safety rules and procedures for taking part in orienteering event. Work as a team to plan and decide what approach to use to meet the challenges. Explain how you could improve your performance.</p> <p>Target games: Dodgeball (Su2) Describe how your body feels when you are warming up and playing games. Evaluate your own performance and describe skills you need to improve your play. Find and use space in game situations and explain the importance in this tactic. Understand the importance of accuracy when chipping.</p>	<p>by getting shorter, relax by getting longer. Understand the importance of being physically fit. Know the difference between attacking and defending skills. Know how to mark and defend your goal. Identify strengths and weaknesses of your own and other performances and explain your reasoning.</p> <p>Outdoor and adventurous activities: Orienteering (Su2) Understand relevant techniques to navigate to and from control points. Identify what they have done well and adapt plans for future challenges.</p> <p>Target games: Dodgeball (Su2) Understand the importance of quick reactions in dodgeball. Develop an understanding of how to improve when playing games. Understand how the muscles work. Understand the technique to be able to chip at different heights.</p>	<p>game and others, providing feedback. Understand how physical activity can contribute to a healthy lifestyle. Understand how muscles work. Adapt games and activities making sure everyone has a role to play. Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. Understand how to improve in different physical activities and sport. To understand the rules of the game and participate in full games.</p> <p>Outdoor and adventurous activities: Orienteering (Su2) Understand elements and scaling confidently. Identify what they have done well and adapt plans for future challenges. Plan strategies to complete tasks. Choose sensible skills and approaches for the challenge.</p> <p>Target games: Dodgeball (Su2) Explain how physical activity can help contribute to a healthy lifestyle. Evaluate a performance, Providing constructive feedback. Become familiar with golf phrases and the concept of golf. Compare and evaluate other performances.</p>
Spring Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Dance (Sp1) • Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p>Swimming (Sp1 and Sp2)</p> <p>Target games: Dodgeball (Su2) Improve consistency when catching a ball at different heights. • Show control when moving at speed. • Move the ball in different ways, with increasing accuracy and control. • Use a range of skills and tactics to win games. • Begin to develop the chipping technique, consistently lifting the</p>	<p>Dance (Sp1) Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team.</p> <p>Invasion games: Hockey (Sp1) Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. •</p>	<p>Dance (Sp1) Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. • Use basic compositional principles when creating dances – combining movements fluently and effectively. • Perform a range of movements accurately with a sense of rhythm. • Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</p> <p>Invasion games: Hockey (Sp1) Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for</p>	<p>Dance (Sp1) Move in a way that reflects the music. • Perform dances in both canon and unison, with clarity and confidence. • Explore and practice movement ideas inspired by a stimulus. • Explore, improvise, and combine movement ideas fluently and effectively. • Perform movements to an audience with rhythm and confidence.</p> <p>Invasion games: Hockey (Sp1) Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Combine and perform skills with control, adapting them to meet the needs of the</p>

	<p>ball from the floor. (golf) • Apply putting skills into game situations. (golf) • Show control and control to make accurate shots. • Demonstrate good teamwork skills.</p>	<p>Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass, catching successfully and improving skills whilst on the move. • Move forward to attack as part of a team – running in a line. (tag rugby) • To work as part of a team when defending, keeping in a line, and spreading out. (tag rugby) • Successfully score. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p> <p>Outdoor and adventurous activities: Orienteering (Su2)</p> <p>Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination.</p> <p>Target games: Dodgeball (Su2)</p> <p>Get in good positions to throw and receive the ball. • Send a ball with accuracy, control, and consistency, whilst moving at different speeds. • Practice and improve the underarm throw and side shot throw. (dodgeball) • Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills. (dodgeball) • Explore the skills required to play golf successfully. (golf) • Continue to develop and apply the chipping technique to competitive games. (golf) • Develop and demonstrate the ability to 'putt' accurately and effectively. (golf) •</p>	<p>defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. • Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low.</p> <p>Outdoor and adventurous activities: Orienteering (Su2)</p> <p>Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.</p> <p>Target games: Dodgeball (Su2)</p> <p>Participate in games fairly, following the rules. • Show good teamwork. • Apply appropriate skills and tactics in game situations. • Move quickly (dodge) with good control. (dodgeball) • Improve control when moving at speed. (dodgeball) • Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. (dodgeball) • Apply both the putting and chipping techniques to competitive games. (golf) • Show control and control to make accurate shots. • Begin to develop the driving technique. (golf) • Increase accuracy and distance when practicing the driving technique and participate in driving games. (golf)</p>	<p>situation. • Choose and apply a range of tactics and strategies when both attacking and defending. • Use different skills to keep possession of a ball as part of a team. • Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. • Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. • To pass and catch the ball whilst running at different speeds. • Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules. (tag rugby)</p> <p>Outdoor and adventurous activities: Orienteering (Su2)</p> <p>To orientate themselves and map correctly keeping track of their position with increasing accuracy. • Work within a team trusting and valuing each other. • Develop communication skills and use these skills to achieve success. • Make a map with symbols and legend and begin to understand scale. • Compete in orienteering events, problem solving with team members</p> <p>Target games: Dodgeball (Su2)</p> <p>Successfully catch a ball at different heights. • Demonstrate a variety of different throwing techniques with good accuracy, pace, and consistency. (dodgeball) • Take part in competitive games, playing fairly and working cooperatively as part of a team. • Use different ways to dodge the ball (jump, gallop, jockey.) (dodgeball) • Use appropriate tactics in games and discuss and apply strategies needed to win. • Develop an accurate putting technique, chipping for height technique, and driving for distance technique. (golf) • Determine how much speed and power is required when working to a target. • Compete with other in modified games.</p>
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		Demonstrate good teamwork and communication skills		
Summer Term	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Invasion games: Netball (Su1) Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising. • Recognise good performance and be able to identify what you need to practice to improve your own performance. • Recognise players who play well in games and give reasons why. • Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games. • Learn how to recognise your own success. • Describe how your body feels when exercising. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple invasion games with an understanding of the basic rules. • To follow the rules of the game</p> <p>Swimming (Su1 and Su2)</p> <p>Striking and fielding activities: Rounders (Su2) Identify what you need to practice to improve your performance. • Understand the link between heart rate and breathing when exercising. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities</p>	<p>Fitness (Su1)</p> <p>Invasion games: Basketball (Su1) Explain and apply basic attacking and defending principles. • Identify what you need to practice to improve your performance. • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Know, keep, and follow the rules of the game. • Develop the understanding of the importance of speed and stamina when playing invasion games. • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Devise suitable warm up activities for the upcoming activity. • Identify and describe the skills needed to improve your game.</p> <p>Athletics (Su2) Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise</p> <p>Striking and fielding activities: Cricket (Su2) • Explain the tactics you have used in games. • Communicate, collaborate, and compete with others, following the rules of the game. • Choose fielding skills which make it difficult for your opponent. • Recognise what you do well and what you find difficult and explain good performances.</p>	<p>Fitness (Su1)</p> <p>Invasion games: Netball (Su1) • Explain how your body reacts and feels when taking part in different activities and undertaking different roles. • Explain why a performance is good. • Understand how physical activity can contribute to a healthy lifestyle. • Learn how to evaluate and recognise success. • Choose different formations to suit the needs of the game. • Find ways to get the ball towards your opponent's goal, knowing when to pass, when to dribble or travel with the ball. • Watch and evaluate the success of a game, whilst recognising parts of a performance that could be improved and identifying practices that will help. • Suggest ideas for warming up and explain your choices. • Understand how the muscles work – work by getting shorter, relax by getting longer. • Understand the importance of being physically fit. • Know the difference between attacking and defending skills. • Know how to mark and defend your goal. • Identify strengths and weaknesses of your own and other performances and explain your reasoning. • Begin to understand the importance of lines in tag rugby – both for attack and defence. (tag rugby) • Understand the defensive duties in tag rugby and the process of tagging.</p> <p>Athletics (Su2) Choose the appropriate speed to run at for the distance to be covered. • Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. • Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. • Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles.</p> <p>Striking and fielding activities: Rounders (Su2)</p>	<p>Fitness (Su1)</p> <p>Invasion games: Basketball (Su1) • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Learn how to evaluate your own success, as well as recognise part of a performance that could be improved and why. • Understand how to improve in different physical activities and sport. • Understand there are different ways to defend. • Understand there are different ways to attack as a team. • Know how invasion sports helps your fitness and health. • Give feedback to individual, teams and your own performance, describing the best points, suggesting how to improve, and commenting on techniques and tactics. • Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. • Identify and evaluate parts of your own game and others, providing feedback. • Understand how physical activity can contribute to a healthy lifestyle. • Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow the basic principles e.g. raising body temperature, mobilise joints and muscles. • Understand how to improve in different physical activities and sport. • To understand the rules of the game and participate in full games. Understand the importance of keeping in a line in both attacking and defending plays. (tag rugby)</p> <p>Athletics (Su2) Understand appropriate pace judgement for the running distance to be covered. • Understand the appropriate throwing and jumping technique to achieve maximum distance and height. • Share and discuss athletic techniques with others. • Compare their performance with previous ones and demonstrate improvement to achieve their personal best. • Be able to describe the importance of being physically fit. • Explain how their body reacts and feels when taking part in</p>

			<p>Watch and evaluate the success of games and good performance. • Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. • Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. • Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). • Explain why a performance is good</p>	<p>different activities and undertaking different roles.</p> <p>Striking and fielding activities: Cricket (Su2)</p> <p>Learn how to evaluate and recognise your own success and areas for improvement. • Develop an understanding of how to improve in different physical activities and sports. • Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.</p>
Summer Term	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<p>Invasion games: Netball (Su1)</p> <p>Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. • Move to support teammates once you have passed the ball and explain how to keep possession. • Know how to tag another player. (tag rugby) • Develop attacking and defending skills within tag rugby. • To be able to pass the ball backwards to a teammate. (tag rugby)</p> <p>Swimming (Su1 and Su2)</p> <p>Striking and fielding activities: Rounders (Su2)</p> <p>Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. •</p>	<p>Fitness (Su1)</p> <p>Invasion games: Basketball (Su1)</p> <p>Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass, catching successfully and improving skills whilst on the move. • Move forward to attack as part of a team – running in a line. (tag rugby) • To work as part of a team when defending, keeping in a line, and spreading out. (tag rugby) • Successfully score. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p>	<p>Fitness (Su1)</p> <p>Invasion games: Netball (Su1)</p> <p>Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • Work effectively as part of a team and keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Using skills to keep possession of the ball. • Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. • Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. • Participate in competitive games, modified where appropriate. • Develop technique of important skills – such as passing. • Keep possession of the ball when faced with opponents. • Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. • Change speed and direction to get away from a defender. • Use a variety of tactics, like use of space and positions to keep the ball. • Use simple tactics in games to achieve success as a team. • Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. • Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. • Increase accuracy and confidence of passing and shooting skills. • Increase accuracy and control when passing and catching whilst moving at speed. • Participate in competitive games, following the rules and playing fair. • Continue to improve different ways to pass – fast, slow, high, low.</p>	<p>Fitness (Su1)</p> <p>Invasion games: Basketball (Su1)</p> <p>Apply basic principles for attacking and defending, choosing different formations to suit the need of the game. • Develop control whilst performing skills at speed. • Show good awareness of others in game situations and work effectively as a team, adapting games if needed so everyone has a role to play. • Use the defending principles in game situations, including marking, tracking and covering, to gain possession. • Combine and perform skills with control, adapting them to meet the needs of the situation. • Choose and apply a range of tactics and strategies when both attacking and defending. • Use different skills to keep possession of a ball as part of a team. • Change speed and direction to get away from a defender. • Choose different formations to suit the needs of the game and choose skills that meet the need of the situation. • Work effectively as a team. • Use a variety of tactics to keep possession of the ball, applying the principles of attacking. • Use the defending principles in game situations, including marking, tracking, and covering, to gain possession. • Incorporate the rules of the game into small sided games such as passing backwards in tag rugby. • To pass and catch the ball whilst running at different speeds. • Keep control of the ball when running and passing, ensuring passing is accurate. • Carefully consider the best way to score and win the game, remembering to find and use space when running. • Successfully remove tags in accordance with the rules. (tag rugby)</p>

	<p>Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter.</p>	<p>Athletics (Su2) Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency. • Perform competitively with others.</p> <p>Striking and fielding activities: Cricket (Su2) Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. • Hit a ball with increasing control, accurately towards a target. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent.</p>	<p>Athletics (Su2) Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. • Communicate, collaborate, and compete with others. Working effectively as part of a team. • Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.</p> <p>Striking and fielding activities: Rounders (Su2) Show good awareness of others in game situations. • Adapt games and activities making sure everyone has a role to play. • Develop control and technique whilst performing skills at speed. • Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. • Work as part of a team, communicating well with others. • Begin to bowl at different speeds</p>	<p>Athletics (Su2) Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. • Work effectively as part of a team. • Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.</p> <p>Striking and fielding activities: Cricket (Su2) Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. • Bowl using an overarm technique, beginning to vary speed and length of delivery. • Use skills and tactics to outwit opponents when fielding, bowling, and batting. • Work as part of a team that covers the areas to make it hard for the batter to score runs. • Use tactics that involve bowlers and fielders working together. • Perform skills with accuracy, confidence, and control. • Participate in competitive games, modified where appropriate. • Retrieve, intercept, and stop a ball when fielding</p>
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Curriculum area: FRENCH				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term 1	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
RIGOLO scheme of work 1 for year 3& 4. RIGOLO scheme of work 2 for year 5& 6.	<ul style="list-style-type: none"> Greet and say goodbye to someone Ask someone's name and say your own Ask how someone is and respond to same question Learn some basic nouns Count numbers 1–10 Further practice for Unit 1 Project work: French Châteaux 	<ul style="list-style-type: none"> Revise ways of describing people Describe someone's nationality Describe people using various adjectives Further practice for Unit 7 Project work: Describing someone 	<ul style="list-style-type: none"> Greet people and give and personal information. Ask and talk about sisters and brothers Say what people have and have not using 3rd person <i>avoir</i> Say what people are like using 3rd person <i>être</i> including negatives Project work: descriptions of people or celebrities. 	<ul style="list-style-type: none"> Ask and talk about regular activities. Say what you don't do. Ask and say what other people do. Talk about what you like/dislike doing. Project work: weekly profile of an English and a French young person.
Autumn term 1	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Social conventions Ask and answer questions First notions of gender Cognates 	<ul style="list-style-type: none"> Revision of variety of <i>avoir</i> phrases Recognise and use third person singular (il/elle) with <i>avoir</i> Revision of variety of <i>avoir</i> phrases Recognise and use third person singular (il/elle) with <i>avoir</i> Use <i>être</i> phrases with adjectives Recognise and use third person singular (il/elle) with <i>être</i> Recognise different adjective endings Use <i>être</i> phrases with adjectives Recognise and use third person singular (il/elle) with <i>être</i> Recognise different adjective endings 	<ul style="list-style-type: none"> Ask and answer questions. Recognise and use plural forms Use a negative. Use 3rd person <i>avoir</i> in positive and negative statements Manipulate language by changing an element in a sentence. Use 3rd person <i>être</i> in positive and negative sentences Understand and use agreements of adjectives (singular) Recognise patterns in simple sentences Prepare a short presentation. 	<ul style="list-style-type: none"> Use several verbs in 1st person Recognise patterns in French Build longer sentences Adapt sentences to say different things. Use negatives. Use verbs in 3rd person Listen for clues. Use <i>j'aime/je n'aime pas</i>, etc. with an infinitive Prepare a PowerPoint presentation. Plan and prepare a task and evaluate others.

Autumn term 2	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<ul style="list-style-type: none"> Identify classroom objects Identify colours, and describe an object's colour Say your age Recognise and repeat classroom instructions Further practice for Unit 2 Project work: Contact with a French school Sound/spelling activity for Units 1–2 	<ul style="list-style-type: none"> Talk about activities Tell the time Talk about what time you do activities Further practice for Unit 8 Project work: Finding out about famous French people Sound/spelling activity for Units 7–8 Assessment for Units 7–8 	<ul style="list-style-type: none"> Ask about school subjects Talk about likes and dislikes at school Ask and say the time. Talk about timings of the school day Project work: School in France Sound/spelling activity for Units 1–2 Assessment for Units 1–2 	<ul style="list-style-type: none"> Ask and say what clothes you'd like. Give opinions about clothes. Say what clothes you wear. Ask and talk about prices (including 60–80). Project work: presenting a Presentation display of uniform and contrasting with what a French young person would wear for school. Sound/spelling activity for Units 7–8 Assessment for Units 7–8
Autumn term 2	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Gender Ask and answer questions Basic word order Using context to determine meaning Comparing languages Recognise how sounds are represented in written form Practise pronunciation 	<ul style="list-style-type: none"> Use several present tense verbs to describe activities Produce short phrases orally Produce short phrases orally and in writing Express the time Use several present tense verbs to describe activities Produce short phrases orally and in writing Express the time separately and in phrases with other verbs. 	<ul style="list-style-type: none"> Understand and use the definite article correctly: <i>le/la/l'/les</i> Express opinions Use correct intonation when asking a question. Understand that there is not always a direct equivalent to each English word in French. Use song to help memorise language Form longer sentences. Use the internet to find information 	<p>Using <i>des</i> with plural words.</p> <p>Giving opinions using <i>c'est...</i></p> <p>Using <i>et</i> and <i>mais</i> to make longer sentences.</p> <p>Agreement of adjectives.</p> <p>Practising new language with a friend.</p> <p>Techniques for memorising Language.</p> <p>Using a PowerPoint.</p>
Spring Term 1	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<ul style="list-style-type: none"> Identify parts of the body Describe eyes and hair appearance Recognise days of the week Give basic character descriptions Further practice for Unit 3 Project work: Famous French people 	<ul style="list-style-type: none"> Talk about festivals and dates Talk about presents at festivals Count from 31–60 Give and understand instructions Further practice for Unit 9 Project work: Festivals 	<ul style="list-style-type: none"> Ask politely for food items. Describe how to make a sandwich. Express opinions about food. Talk about healthy and unhealthy food. Project work: finding out about French lunches and writing 	<p>Ask and talk about daily routine.</p> <p>Talk about times of daily routine.</p> <p>Ask and talk about breakfast.</p> <p>Talk about details of a typical day.</p>

			instructions for favourite sandwich.	Project work: similarities and differences in daily routine in France and GB.
Spring Term 1	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Gender The definite article Simple word order Simple descriptions Comparing languages Basic notion of adjectival agreements (for brighter pupils) 	<ul style="list-style-type: none"> Give dates for festivals through the year Give more dates for festivals through the year Ask for various presents Count up to 60 Understand and give imperative instructions Recognise plural forms 	<ul style="list-style-type: none"> Understand and use <i>au/à la/à l'</i> when referring to flavours of foods Learn gender when learning new words. Give instructions in the <i>vous</i> form Prepare a short presentation. Understand and use negatives <p>Use the plural form of some food vocabulary.</p> <p>Integrate new vocabulary into previously learned language.</p> <p>Use known language in a new context.</p> <p>Use the internet to find information</p> <p>Use a dictionary for unknown words</p>	<ul style="list-style-type: none"> Use 1st person present tense including some reflexives. Make longer sentences with times. Formulate questions. Use <i>et</i> to join sentences, together. Cope with longer reading texts. Use adverbs and time expressions to make longer paragraphs. Reflect and share ideas about language learning. Prepare a display/ presentation.
Spring Term 2	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<ul style="list-style-type: none"> Identify animals and pets Recognise and use numbers 11–20 Give someone's name Describe someone Further practice for Unit 4 Project work: Pets Sound/spelling activity for 	<ul style="list-style-type: none"> Talk about going to French cities Give and understand basic directions Talk about the weather Talk about the weather and places in France Further practice for Unit 10 Project work: <i>Une ville française</i> Sound/spelling activity for Units 9–10 	<ul style="list-style-type: none"> To name a place or town. Ask the way and give directions. To say where you are going. Give the time and say where you are going. Project work: Researching a town in France Sound/spelling activity for Units 3–4 Assessment for Units 3–4 	<ul style="list-style-type: none"> Talk about forms of transport. Ask and talk about where you're going and how you get there. Talk about plans for a trip. Buy tickets at the station. Project work: plan a trip to a French speaking country. Sound/spelling activity for Units 9–10. Assessment for Units 9–10

Spring Term 2	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Genders Recognise negative form Counting numbers up to 20 Giving names in the third person (he/she) Basic notion of adjectival agreements Giving descriptions in the third person (he/she) Recognise how sounds are represented in written form. Practise pronunciation. 	<ul style="list-style-type: none"> Recognise various French cities Ask and answer where you are going, using <i>je vais à...</i> Understand and give imperative instructions for directions Form weather expressions using impersonal <i>il...</i> expressions Recognise various French cities Form weather expressions using impersonal <i>il...</i> expressions Describe the weather in a certain location in a short sentence. 	<ul style="list-style-type: none"> Use <i>le /la /l'</i> correctly with Places. Use sequencers <i>d'abord, ensuite, enfin</i> to say longer sentences. Give instruction using the <i>vous</i> form. Use prepositions <i>au/à la /à l'</i> with places. Recognise language patterns and deduce rules. Incorporate known language into new structures. Use the internet to find information. 	<ul style="list-style-type: none"> Use prepositions <i>en</i> and <i>à</i> with transports. Listen for clues to meaning. Use prepositions <i>au/à la /à l'</i> with places Using knowledge of word, text and structure to build texts. Use <i>on va</i> + infinitives to talk about future plans Use time indicators Use context and previous knowledge to help reading skills. Ask politely for things. Give a short presentation.
Summer Term 1	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<p>Identify family members</p> <ul style="list-style-type: none"> Recognise and spell with letters of the alphabet List household items Use basic prepositions <i>sur</i> and <i>dans</i> to describe position Further practice for Unit 5 Project work: Alphabet chart 	<ul style="list-style-type: none"> Go shopping for food Ask how much something costs Talk about activities at a party Give opinions about food and various activities Further practice for Unit 11 Project work: <i>La nourriture en France</i> 	<ul style="list-style-type: none"> Ask and say where you're going on holiday. Express opinions about holidays. Talk about what you're going to do on holiday. Talk about holiday plans. Project work: finding out about French theme parks and presenting information to rest of class. 	<ul style="list-style-type: none"> Talk about which sports you like. Say what you think of different sports. Give reasons for preferences. Talk about a sporting event. Project work: making a PowerPoint presentation or display on an aspect of sport.
Summer Term 1	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Genders Spell words using the French alphabet Classifying words into different types Describe position using basic prepositions <i>sur</i> and <i>dans</i> and familiar language. 	<ul style="list-style-type: none"> Ask what someone wants - Say what do you want? Talk about food using partitive article Ask how much does something costs? Talk about food using partitive article Use <i>on</i> to talk about first-person plural activities Give basic opinions about activities and food. 	<ul style="list-style-type: none"> Use <i>au/à la /à</i> correctly with places Recognise patterns and apply knowledge of rules. Express opinions. Use <i>je vais</i> + infinitive to talk about future plans Apply grammatical knowledge to make sentences. Make longer sentences. Use the internet to find information Read authentic texts. 	<ul style="list-style-type: none"> Use the definite article with sports Spot patterns in French. Use conjunctions <i>et</i> and <i>mais</i> Devise and ask questions. Give reasons for opinions. Use known language in new contexts. Read and write longer texts. Present information about sports. Use the internet to find information.

				<ul style="list-style-type: none"> Present information about sports.
Summer Term 2	Overview of knowledge	Overview of knowledge	Overview of knowledge	Overview of knowledge
	<ul style="list-style-type: none"> Recognise and ask for snacks Give basic opinions about food Use numbers 21–31 Recognise and use the months Form dates Further practice for Unit 6 Project work: French name days Sound/spelling activity for Units Assessment for Units 5–6 	<ul style="list-style-type: none"> Discuss francophone countries Discuss the languages we speak Identify different items of clothing Describe items of clothing Further practice for Unit 12 Project work: <i>Un pays francophone</i> Sound/spelling activity for Units 11–12 Assessment for Units 11–12 	<ul style="list-style-type: none"> Describe rooms in the house Name rooms in a house. Say what people do at home. Say what people do and where. Project work: researching and making a display / presentation of homes in France and GB Sound/spelling activity for Units 5–6 Assessment for Units 5–6 	<ul style="list-style-type: none"> Revise forms of transport, places and immediate future plans. Revise descriptions of people and clothes. Revise opinions of food and clothes. Order food in a cafe. Project work: preparing for a French day or event; setting up a café and performing songs and sketches. Sound/spelling activity for Units 11–12 Assessment for Units 11–12
Summer Term 2	Overview of skills	Overview of skills	Overview of skills	Overview of skills
	<ul style="list-style-type: none"> Genders Understand and reply to question on food wanted Count numbers up to 31 Use numbers up to 31 together with months to form dates. Question forms Recognise how sounds are represented in written form Practise pronunciation 	<ul style="list-style-type: none"> Give the names of various French-speaking countries Use positive and negative phrases to talk about speaking languages Describe various items of clothing Describe various items of clothing, using colour adjectives 	<ul style="list-style-type: none"> Use <i>il y a</i> + indefinite article Prepare a short presentation. Use <i>c'est</i> + adjectives Join sentences with <i>et</i> Practise new language with a friend. Use 3rd person verbs Manipulate language by changing an element in a sentence. Use and understand both the indefinite and definite articles. Make longer sentences. Use the internet to find information. Prepare a presentation. 	<ul style="list-style-type: none"> Prepositions: <i>au/à la/à l'</i> + places; <i>en/à</i> + transports Use <i>je vais</i> + infinitive to talk about future plans. Revisit known language in a different context. Use 3rd person verbs including <i>avoir</i> and <i>être</i> Use agreement of adjectives Use negatives Re-combine known language in different ways. Express opinions in different ways. Use plurals of food words. Use reading strategies to cope with authentic texts. Ask for things politely. Present information on an aspect of French culture using song and sketches.

Curriculum area: PSHE			
Year Group:	Year R	Year 1	Year 2
Autumn term: Relationships	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
EYFS and KS1 foci in Autumn: <ul style="list-style-type: none"> Online safety Safety Week Black History Month Remembrance Day Children in Need 	<p><i>PSED: ELG: Building Relationships</i></p> <p>Work and play co-operatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>	<p><u><i>Families and Friendships and Safe Relationships</i></u></p> <p>Talk about the teams I belong to, be a good listener, explain how to be kind and why it is important, talk about unkind behaviour like teasing and bullying, explain how to be a positive learner, identify good and not-so-good choices.</p>	<p><u><i>Families and Friendships and Safe Relationships</i></u></p> <p>Talk about the very important people in my life and explain why they are special, describe why families are important, describe what makes someone a good friend, describe ways to help resolve arguments and disagreements without being unkind, co operate with others to achieve a task, describe how I can show my special people that I care about them and I understand why this is important.</p>
	<p><i>PSED: ELG: Self-Regulation</i></p> <p>Show an understanding of their own feelings and those of others, and being to regulate their behaviour accordingly.</p> <p>Understand the Zones of Regulation – introduction to Colour Monsters</p>	<p><u><i>Respecting Ourselves and Others</i></u></p> <p>Talk about what makes me special, name some of the different feelings I have and describe how they feel, talk about things I like that make me happy, talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings, discuss how change and loss make me feel, share what I think and feel with confidence.</p>	<p><u><i>Respecting Ourselves and Others</i></u></p> <p>Talk about ways in which the internet is useful, know how to balance screen time with other activities and understand why this is important, know how to stay safe online, explain why we keep personal information private, know how to communicate online in ways that show kindness and respect, understand that not everything on the internet is true.</p>
Spring Term: Living In The Wider World	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
EYFS and KS1 foci in Spring: <ul style="list-style-type: none"> Comic Relief 	<p><i>Understanding the World: ELG: Past and Present</i></p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities between things in the past and now.</p>	<p><u><i>Belonging to a Community and Media Literacy and Digital Resilience</i></u></p> <p>Describe ways that I can help my school community, describe ways that I can be a good neighbour, identify things that help and harm my neighbourhood, describe what it is like to live in the British Isles, explore how people living in the British Isles can be different and</p>	<p><u><i>Belonging to a Community and Media Literacy and Digital Resilience</i></u></p> <p>Explore family life in different countries and say how it is the same and different to mine, discuss homes and home life from around the world and say how they are the same and different to mine, explain what it is like to go to school in other countries and say how it is the same or different to my school, explore places where</p>

		how they are the same, talk about being British and living in the British Isles.	people live which are different from where I live, think about how people use things from the earth and what problems this can cause, say why it is important to care for the earth and identify how I can help protect it.
	<p><i>PSED: ELG: Managing Self</i></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><u><i>Money and Work</i></u></p> <p>Think of star qualities I already have and those I would like to develop, explain how a positive learning attitude can help me, talk about jobs people can do and tell my friends what I want to be when I grow up, understand that it is a person's interests and skills that make them suited to doing a job, think about things I would like to achieve in the future, think about changes which might happen to me and consider how I feel about them.</p>	<p><u><i>Money and Work</i></u></p> <p>Explain the different forms money comes in, explain where money comes from, explain how to keep money safe and why this is important, explain choices I have about spending money and why it is important to keep track of what I spend, explain the differences between things we want and things we need, explain what happens when we go shopping.</p>
Summer Term: Health and Wellbeing	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
<p>EYFS and KS1 foci in Summer:</p> <ul style="list-style-type: none"> • Transition • Mental Health Awareness Week 	<p><i>PSED: ELG: Managing Self</i></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Personal Safety: Introduction to the Pantosaurus rule from the NSPCC.</p>	<p><u><i>Physical health and mental wellbeing</i></u></p> <p>Understand how happy thoughts can make me feel good, make good choices and consider the impact of my decisions, set myself goals and consider how to achieve them, discuss my feelings and opinions with others and cope with difficult emotions, discuss things I am thankful for and focus on what I do have rather than what I don't have, focus on what is happening now and how I am feeling.</p>	<p><u><i>Physical health and mental wellbeing</i></u></p> <p>Know how to stay safe and who can help if I feel unsafe, know how to stay safe at home, know how to stay safe when I am out and about, keep myself safe in different situations with people I don't know, know what I can share and what I should keep private to keep myself and others safe, know who to go to if I need help.</p>
	<p><i>Understanding the World: ELG: People, Culture and Communities</i></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><u><i>Growing and changing and keeping safe</i></u></p> <p>Know I can choose what happens to my body, make healthy choices about sleep and exercise, make healthy choices about food and drink, know how to keep my body clean, know what is safe to eat or drink, choose to keep my mind and body healthy and safe.</p>	<p><u><i>Growing and changing and keeping safe</i></u></p> <p>Name the main parts of bodies (non-statutory), understand how to respect my own and other people's bodies, understand we are all different and different people like different things, talk about my family and others' families, describe how I will change as I get</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 maps.		older, describe things that might change in a person's life and how it might make them feel.
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Curriculum area: PSHE				
Year Group:	Year 3	Year 4	Year 5	Year 6
Autumn term: Relationships	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
KS2 foci in Autumn term: <ul style="list-style-type: none"> Online safety Safety Week 	<u>Families and Friendships and safe relationships</u> Talk about changes and how they might make me feel, explain how and why we should work well as a team, describe how	<u>Families and Friendships and safe relationships</u> Explain the importance of respecting my VIPs, explain how to make and keep friends, identify my own support network,	<u>Families and Friendships and safe relationships</u> Talk about the attributes of a good team, accept people have different opinions and know that I can politely disagree with	<u>Families and Friendships and safe relationships</u> Explain how VIPs who love and care for each other should treat each other, identify different ways to calm down when feeling

<ul style="list-style-type: none"> Black History Month Remembrance Day Children in Need 	<p>my actions and behaviour affect my team, pay attention to and respond considerately to others, describe why disputes might happen and strategies to resolve them, talk about my responsibilities towards my team, why friendship is important and what makes a good friend, how to maintain good friendships, solving disagreements and conflict amongst themselves and their peers.</p>	<p>demonstrate strategies for resolving conflicts, identify what bullying is, know what to do if someone is being bullied.</p>	<p>others and offer my own opinion, compromise and collaborate to ensure a task is completed, reflect on the need to care for individuals within a team, identify hurtful behaviour and suggest ways I can help, understand the importance of shared responsibilities in helping a team to function successfully.</p>	<p>angry or upset, understand that people have different opinions that should be respected, identify negative influences on my behaviour and suggest ways to resist these influences, explain when it is right to keep a secret and when it is not and who to talk to about this, recognise healthy and unhealthy relationships.</p>
	<p><u>Respecting Ourselves and Others</u></p> <p>Say things about myself I am proud of, identify the feelings I have and describe how different emotions feel, describe different ways to cope with any uncomfortable feelings I may have and understand why this is important, know how to be assertive, explore messages given by the media and decide if they are helpful or harmful, identify different strategies I can use if I make a mistake.</p>	<p><u>Respecting Ourselves and Others</u></p> <p>Identify the positives and negatives of being online, be kind online and help make the internet a safer place, know how to stay safe when communicating online and what to do if I don't feel safe, decide how reliable online information is and know how to share information responsibly online, identify things we shouldn't share online and give reasons why we shouldn't share them, understand how technology can affect our wellbeing in different ways.</p>	<p><u>Respecting Ourselves and Others</u></p> <p>Explain why everyone is unique and understand why this should be celebrated and respected, explain why I should share my own thoughts and feelings and know how to do this, explore uncomfortable feelings and understand how to manage them, understand why we sometimes feel shy or nervous and know how to manage these feelings, identify when I might have to make different choices from those around me, explore how it feels to make a mistake and describe how I can make amends.</p>	<p><u>Respecting Ourselves and Others</u></p> <p>Identify the benefits of the Internet and know how to look after digital wellbeing, know how to stay safe, healthy and happy online and when using digital technology, know how to develop safe, respectful and healthy online relationships and recognise the signs of inappropriate and harmful online relationships, know how to use social media responsibly to protect the health, wellbeing and rights of all, know what online bullying is and what to do if I see or experience it to help make it stop, understand not all information online is true and know how to assess the reliability of both text and images.</p>
Spring Term: Living In The Wider World	Overview of knowledge and skills	Overview of knowledge and skills		
<p>KS2 foci in Spring:</p> <ul style="list-style-type: none"> Comic Relief 	<p><u>Belonging to a Community and Media Literacy and Digital Resilience</u></p> <p>Describe what it is like to live in the British Isles, talk about what democracy is and understand why it is important, talk about what rules and laws are and identify how they help us, talk about what liberty means and identify the rights of British people, describe a diverse society and talk about</p>	<p><u>Belonging to a Community and Media Literacy and Digital Resilience</u></p> <p>Discuss ways in which people's lives are similar and different and give reasons for these differences, explore differences of opinion and identify if I feel these are fair, think about the lives of people living in other places, make considered decisions and give reasons for my opinions, recognise how my actions impact on people</p>	<p><u>Belonging to a Community and Media Literacy and Digital Resilience</u></p> <p>Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people, explain why and how laws are made and identify what might happen if laws are broken, discuss the terms democracy and human rights in relation to local government, discuss the terms democracy and human</p>	<p><u>Belonging to a Community and Media Literacy and Digital Resilience</u></p> <p>Understand how we can be responsible global citizens, describe what global warming is and what we can do to prevent it from getting worse, explain how our energy use can harm the environment and describe what we can do to help, describe how we can use water responsibly and understand the importance of doing this,</p>

	why it is important, explain what being British means to me and to others.	living in different countries and identify things I can do to make the world a better place, explain what climate change is and how it affects people's lives as well as identify what I can do to help, identify different organisations that help people in different countries who are in challenging situations and explain how they do this.	rights in relation to national government, investigate what charities and voluntary groups do and how they support the community.	understand what biodiversity is and explain the importance of doing all we can to encourage it, make choices which make the world a better place and help people across the world.
	<u>Money and Work</u> Identify achievements and suggest how my actions can help me to achieve, identify personal goals and suggest actions that I can take to achieve them, explain how a positive learning attitude can help me to learn new things, identify the skills and attributes needed to do certain jobs, understand that we should all have equal opportunities to follow our career ambitions, discuss what job I might like to do when I grow up and what skills I will need to achieve this.	<u>Money and Work</u> Explain what skills are needed for a range of jobs and why people go to work, discuss financial risk and borrowing and explain some consequences of this, explain choices we have about spending money, explain how adverts try to influence our spending and why they do this, explain ways I can keep track of what I spend and why it is important to do this.	<u>Money and Work</u> Understand how people learn new things and achieve certain goals, understand that a helpful attitude towards learning can help us succeed in life, identify opportunities that may become available to me in the future and I am aware of how to make the most of them, understand that gender, race and social class do not determine what jobs people can do, understand there are a variety of routes into different jobs which may match my skills and interests, discuss my goals for the future and the steps I need to take to achieve them.	<u>Money and Work</u> Explain financial risks and discuss how to avoid them, understand how retailers try to influence our spending, discuss spending decisions people have to make, explain why budgeting can be helpful and how a budget can be made, discuss the impact money can have on people's emotional wellbeing, explain the impact spending has on our environment.
Summer Term: Health and Wellbeing	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills	Overview of knowledge and skills
KS2 foci in Summer: <ul style="list-style-type: none"> Transition Mental Health Awareness Week First Aid 	<u>Physical health and mental wellbeing</u> Understand that having a positive attitude is good for our mental health, recognise and manage positive and negative thoughts effectively, understand that some changes can be difficult but that there are things we can do to cope, use mindfulness techniques to keep calm, identify uncomfortable emotions and manage them effectively, apply a positive attitude towards learning and take on new challenges.	<u>Physical health and mental wellbeing</u> Be responsible for making good choices to stay safe and healthy, identify a risky situation and act responsibly, know how to stay safe when out and about, know about dangerous substances and how they affect the human body, know how to respond in emergency situations, basic first aid: asthma.	<u>Physical health and mental wellbeing</u> Understand the link between thoughts, feelings and behaviours, understand the concept and impact of positive thinking, recognise and manage uncomfortable feelings, understand the importance of making good choices, use mindfulness techniques in my everyday life, apply a growth mindset in my everyday life.	<u>Physical health and mental wellbeing</u> Take responsibility for my own safety, assess and manage risks in different situations, identify and manage pressure to get involved in risky situations, act sensibly and responsibly in an emergency (basic first aid skills), identify hazards and reduce risks to keep myself and others safe at home, know how to stay safe in different outdoor environments, basic first aid: choking, basic first aid: life saving.

	<p><u>Growing and changing and keeping safe</u></p> <p>Choose what happens to my body and get help with any concerns, know how to keep my body healthy, know why it is important to get enough sleep, understand the importance of hygiene and what to do if I feel unwell, know how to take medicines safely and keep safe around drugs, know how to make better choices and choose healthy habits basic first aid: bites and stings:</p>	<p><u>Growing and changing and keeping safe</u></p> <p>Describe the feelings that some people experience as they grow up, understand there are many different types of relationships and families, learn about some of the physical changes experienced during puberty.</p>	<p><u>Growing and changing and keeping safe</u></p> <p>Know my body belongs to me and I have control over what happens to it, understand why getting enough exercise and enough sleep is important, understand how to take care of my body, understand the harmful effects of using drugs, including alcohol and tobacco, understand what a positive body image is, make informed choices in order to look after my physical and mental health, explain changes during puberty, understand personal hygiene during puberty, discuss emotions during puberty, basic first aid: bleeding.</p>	<p><u>Growing and changing and keeping safe</u></p> <p>Describe the changes that people's bodies go through during puberty and how we can look after our changing bodies, describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings, recognise that many things affect the way we feel about ourselves and understand there is no such thing as an ideal kind of body, understand what a loving relationships is and that there are many types of relationships, understand what a sexual relationship is and who can have a sexual relationship, describe the process of human reproduction from conception to birth, explain what happens during menstrual cycles (periods).</p>
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