






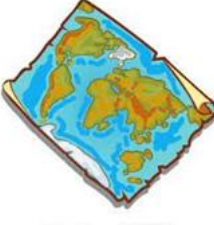


























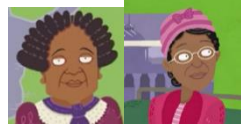
Year 1/2 Cycle A	Street Detectives	Locomotion	Around the World	London's Burning	Bovesfield meets Wagga Wagga	Movers and Shakers
						
Main driver	Geography	History	Geography	History	Geography	History
Main Themes	<ul style="list-style-type: none"> <li>As geographers we will make journeys around our local area identifying the physical and human features and draw simple maps.</li> <li>We will be talking about things we like/dislike in our local area.</li> <li>As historians we will be looking at pictures of how Bovesfield looked in the past and how the area has changed.</li> <li>As artists we will be looking at the work of Lowry and Klee to then produce our own art work.</li> <li>As scientists we will investigate the materials and those found in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>We will be visit the 'Locomotion Museum' in Shildon' County Durham</li> <li>As Historians we will learn about the achievements of George Stephenson and how this relates to the history of our local area and that the Stockton and Darlington railway opened in 1825.</li> <li>As designers we will be designing, building and evaluating moving vehicles (trains) using knowledge of materials from Autumn 1.</li> </ul>	<ul style="list-style-type: none"> <li>As geographers we will locate and name the seven continents and five oceans.</li> <li>We will identify the equator and talk about hot and cold countries in relation to the equator and identify the Northern and Southern hemisphere.</li> <li>Using a compass, we will identify the compass points, North, east, South and West.</li> <li>As scientists we will look at living things and their habitats.</li> </ul>	<ul style="list-style-type: none"> <li>As historians we will find out about the significant events in British past; The Great Fire of London and Gunpowder Plot. Discovering why the events happened; what happened during and in its aftermath. We will also find out about significant people in the past linked to these events.</li> <li>Use drama to express feelings/emotions of people involved in events throughout history</li> <li>As artists we will paint pictures of The Great Fire of London.</li> </ul>	<ul style="list-style-type: none"> <li>As geographers we will be able to talk about the nearer you are to the equator, the hotter it gets and how cold it is at the poles and identify the northern and southern hemisphere.</li> <li>We will locate Australia on a map and compare Stockton-on-Tees to Wagga Wagga in Australia.</li> </ul>	<ul style="list-style-type: none"> <li>As historians we will find out about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Learn about Rosa Parks and the impact her bus protest had on the lives of Black people in America with regard to equality.</li> <li>Learn about Mary Seacole and how she helped soldiers in the Crimean War</li> <li>Make links to geography with regard to America – Rosa Parks &amp; Jamaica – Mary Seacole</li> </ul>
Year 1/2 Cycle B	We are Bovesfield	Toy story	We are Britain	Wonderful Weather	Explorers and Adventures	Going to the Seaside
						
Main driver	Geography	History	Geography	Geography	History	History
Main Themes	<p>As geographers we will explore the school grounds and look at the immediate surrounding areas.</p> <ul style="list-style-type: none"> <li>We will identify human and physical features and draw simple maps.</li> <li>As scientists we will investigate materials in the local area.</li> </ul>	<p>As historians we will think about our favourite toys from when we were a baby to now.</p> <ul style="list-style-type: none"> <li>We will look at toys from the past to the present and how they have changed.</li> <li>We will visit Preston park and take part in the Toy workshop.</li> <li>As scientists we will think about the materials of toys and how these have changed and why.</li> <li>As designers we will investigate sliders and levers and design our own picture.</li> </ul>	<p>As geographers we will use Atlases, name and locate the four countries and cities of the United Kingdom and the surrounding seas.</p> <ul style="list-style-type: none"> <li>We will look at the four capital cities and their human and physical features.</li> </ul>	<p>As geographers we will look at different weather patterns and compare weather in Stockton to a country close to the equator.</p> <ul style="list-style-type: none"> <li>As scientists we will look at seasonal changes and how this effects the weather through the year.</li> <li>As artists we will use our art skills and colour mixing to create weather pictures.</li> </ul>	<p>As historians we will discover the lives of famous explorers and boundary breakers as we learn about Ibn Battuta, Amelia Earhart and Captain Cook.</p> <ul style="list-style-type: none"> <li>We will visit Captain Cook's museum to find out more about a significant person in our own locality.</li> <li>As designers we will investigate freestanding structures and design our own totem poles.</li> </ul>	<p>As historians we will look at what it was like to go on holiday to the seaside and think about how it has changed.</p> <ul style="list-style-type: none"> <li>We will visit a local seaside.</li> <li>As artists we will create our own landscape paintings and collages based on the seaside.</li> </ul>

Year 3 / 4	Rocking Romans	Shine Bright	Superb Stockton	Smashing Saxons	Sonic Sounds	Volatile Vesuvius
Cycle A						
Main drivers	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>
Main Themes	<ul style="list-style-type: none"> <li>Reporting live in Pompeii the Bowesfield journalists will inform our devoted readers about the current, horrific events taking place in Pompeii.</li> <li>As mathematicians we will explore the value of numbers and how this relates to the Roman Numerals.</li> <li>As scientists we will classify animals which are compatible with warmer climates.</li> <li>As investigators we will use effective searching to further our understanding of Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>As bloggers in the modern world, we will use our knowledge of writing for different audiences to create a set of instructions based on 'The Light Jar'.</li> <li>As mathematicians our knowledge of Addition and Subtraction will support our understanding of voltage and electricity.</li> <li>As theologians we will complete a comparative study of Electricity. Investigating how electricity makes light. Light is a common theme shared by Hinduism and Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>As geographers we will create ordinance survey maps of both Stockton High street and another high street close by. Furthermore, we will discuss both similarities and differences in the human and physical make up of both High Streets.</li> <li>As analysts we will explore similarities and difference between the two high streets and present this data using computing software.</li> <li>As Danger Detectives we can discuss ways to keep ourselves safe both at home and within the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>As authors we will explain who the Anglo-Saxons and Scots were.</li> <li>As historians we will discover why the Anglo-Saxons and Scots invaded Britain.</li> <li>We will be visiting the Hancock Museum in Newcastle to explore their Anglo-Saxon exhibition.</li> <li>As artists we will be creating an Anglo-Saxon structure using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>As audiologists we will explore how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear.</li> <li>As historians we will explore the struggle for the Kingdom of England between The Vikings and Anglo-Saxons. Investigating pre-battle chanting and marching patterns.</li> <li>As poets we will create and perform immersive and illustrative songs "The Story Orchestra – The Mountain King".</li> </ul>	<ul style="list-style-type: none"> <li>As politicians of the future, we will be discussing the exposure to danger of The Firework -Makers Daughter and create a balanced argument for or against her involvement.</li> <li>As volcanologists we will be exploring the process of eruption to identify a cause.</li> <li>As artists we will explore the use of texture using printing and charcoal.</li> <li>As explorers we will be visiting the Discovery Museum.</li> </ul>
Year 3 / 4	The Stone Age Boy	Polar Express	Tomb Raiders		Food Glorious Food	Trade and Transport
Cycle B						
Main drivers	History	Science	History		Science	Geography

Main Themes	<ul style="list-style-type: none"> <li>As mineralogists and petrologists, we will identify the most appropriate minerals for Stone Age structures.</li> <li>As artists we will be discovering pre-historic art.</li> <li>As historians we will develop an awareness of Neolithic Revolution altered prehistory as people moved away from a hunter-gatherer nomadic lifestyle to farming.</li> <li>As actors we will be completing a Stone Age Workshop.</li> </ul>	<ul style="list-style-type: none"> <li>As scientists we will recognise that they need light in order to see things and that the dark is the absence of light.</li> <li>As Climate Change activists we will create a PowerPoint presentations highlighting that light from the sun can be dangerous and how changes in our climate is causing temperatures to rise.</li> <li>As artists we will explore patterns in shading, tones and textures.</li> </ul>	<ul style="list-style-type: none"> <li>As detectives we will discover where and when the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt and the Shang Dynasty of Ancient China) appeared.</li> <li>As geographers we will explore Egypt to the United Kingdom.</li> <li>As graphic designers we will create realistic ideas as a team through discussions and designing prototypes.</li> <li>As artists we will participate in an Egyptian workshop.</li> </ul>	<ul style="list-style-type: none"> <li>As scientists we will describe the simple functions of the basic parts of the digestive system in humans.</li> <li>As analysts we will construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>As athletes we will explore the importance of exercise on the human anatomy.</li> </ul>	<ul style="list-style-type: none"> <li>As geographers we will be developing our knowledge of the world and the UK to identify and discuss countries that make up the British empire.</li> <li>As historians we will investigate the Ancient Greeks influence on trade.</li> <li>As artists we will be experimenting with shape – manipulating wire.</li> </ul>
Year 5	Bowesfield Past and Present 	Exciting Europe 	Under the canopy 	Around the World in 80 days 	Industry through time 
Main drivers	History	Geography	Geography/Science	History / Science	History
Main Themes	<ul style="list-style-type: none"> <li>Designing and creating their own map of the local area.</li> <li>Comparing modern maps to historical maps to identify changes to land use over time.</li> <li>Go back in time and become a Victorian classroom.</li> <li>Explore toys and games from the past.</li> <li>Design their own Victorian buildings – A house through time.</li> <li>Research and produce their own leaflet about the past. <ul style="list-style-type: none"> <li>Instructional writing, non-chronological and diary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Transform our classrooms into an aeroplane to travel across different countries in Europe – looking at their food, culture and learning their languages.</li> <li>Create and design our own international food using the flavours discovered on our tour.</li> <li>Create our own map of Europe and label it with the flag, capital city and population.</li> <li>Changing state – mixing materials and making potions, chemical reactions and changes</li> <li>Learn about the trade, links and tourism that European countries share.</li> <li>Create a leaflet/persuasive text to compare the capital city of London with Rome. <ul style="list-style-type: none"> <li>To learn about famous landmarks across Europe.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explore the different layers of the rainforest and the living things</li> <li>Create and design their own animal suitable for the rainforest – create a non-chronological report</li> <li>An adventure/myth of travelling through the rainforest</li> <li>Describe changes in humans from birth to adulthood – how do these changes effect different people – how do different people use their potential</li> <li>Design a game involving the rainforest using their computing skills</li> <li>Create a collaborative piece of art of a rainforest scene using artistic elements. <ul style="list-style-type: none"> <li>Observe changes in the life cycle – using caterpillars</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Famous travellers throughout history and world record breakers today</li> <li>Seven continents and five oceans, famous rivers and lakes</li> <li>Look at schools in different countries and form comparisons – Send a letter?</li> <li>Explore how Britain has changed over time with another country with similar historic events.</li> <li>Learn about animals from around the world, their adaptations to their environments, how they produce young</li> <li>Artists from around the world – how their work varies</li> <li>Learn about the movement of the earth and planets in the solar system – learn about the implications of these movements <ul style="list-style-type: none"> <li>Use research to find out about day and night across the world and the time zones in each continent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Hook day – Visit York train museum to see how trains have developed over time.</li> <li>Create a timeline of the industrial revolution</li> <li>Learn about how the railways changed and the effect in the local area.</li> <li>Learning about the technological advancements that lead to mass production and efficiency</li> <li>Learn about new energy sources such as coal, steam engine, electricity and petrol</li> <li>Learn how the industrial revolution spread from Britain with the export of goods.</li> <li>Effects of the war on industrial revolution – computers, phones etc.</li> <li>Comparing Alan Turings first computer with today's computers</li> <li>Compare advancements with current industry – focus on manufacture of cars (Henry ford?)? up to need for electric cars</li> <li>Learn about, write a biography about a famous driver of technological advancements – Elon Musk?</li> <li>Where does industry, technology, travel and energy need to move next?</li> </ul>



Year 6	The Golden Age of Islam	Magical Middle East	Amazing Adaptions / Frozen Kingdoms	Unsinkable	Their Finest Hour	What's the difference?
						
Main drivers	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Science/Geography</li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>
Main Themes	<ul style="list-style-type: none"> <li>Understand chronology</li> <li>To explore The Silk Road and its effect on the ancient world</li> <li>Discover the life story of Muhammad</li> <li>Find out about Ancient Baghdad, its heyday and its fall</li> <li>Work with sources of evidence</li> <li>Explore tessellating patterns</li> <li>Finding out about the legacy of the Early Islamic Civilization</li> </ul>	<ul style="list-style-type: none"> <li>Locate the countries of the Middle East</li> <li>Find out about the climate of the Middle East</li> <li>Learn about the human and physical geography of the Middle East</li> <li>Discover the Middle East's industry and how they trade with the world</li> <li>Learn to compare the Middle East with the UK</li> <li>Explore life in a Middle Easter city</li> </ul>	<ul style="list-style-type: none"> <li>Locate the Polar regions</li> <li>Comparing Antarctica and the Arctic</li> <li>Understand biomes</li> <li>Understand the impact of global warming</li> <li>Recognising that living things have changed over time</li> <li>Knowing that plants and animals are suited to their environments in different ways</li> <li>Learning that adaptation can lead to evolution</li> </ul>	<ul style="list-style-type: none"> <li>Learn about a significant event in British history</li> <li>Understand chronology</li> <li>Investigate sources of information</li> <li>Social class and its important on the Titanic</li> <li>Reflection on the disaster and lesson learned</li> </ul>	<ul style="list-style-type: none"> <li>Pivotal moments in British history: Dunkirk, Battle of Britain and Operation Sea Lion</li> </ul>	<ul style="list-style-type: none"> <li>Comparing London to York.</li> <li>Similarities and differences</li> <li>Undertake surveys</li> </ul>

YEAR 1 / 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Street Detectives 	Locomotion 	Around the World 	London's Burning 	Bowesfield meets Wagga Wagga 	Movers and Shakers 
Science	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Continue materials.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	Revisit and consolidate
ICT	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Use the keyboard to type</li> <li>Sort information and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Use 2Paint / e collage to create a picture based upon different styles of art</li> <li>Use 2sequence to create and change their music</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Produce a spreadsheet and add totals and values.</li> </ul>			







<p>Geography</p>	<p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.</li> </ul>		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</li> </ul>		<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</li> </ul>	
<p>History</p>		<p><b>To investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul> <p><b>To build an overview of world history:</b></p> <ul style="list-style-type: none"> <li>• Describe historical events – The first passenger train journey</li> <li>• Describe significant people from the past – George Stephenson</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>To understand chronology:</b></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Use dates where appropriate.</li> </ul> <p><b>To communicate historically:</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases</li> <li>• Show an understanding of the concept of nation and a nation's history</li> </ul>		<p><b>To investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul> <p><b>To build an overview of world history:</b></p> <ul style="list-style-type: none"> <li>• Describe historical events – The Great Fire of London and The Gunpowder Plot</li> </ul>		<p><b>To investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul> <p><b>To build an overview of world history:</b></p> <ul style="list-style-type: none"> <li>• Describe historical events Bus Boycott, Crimean War</li> <li>• Describe significant people from the past – Rosa Parkes and Mary Seacole</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>To understand chronology:</b></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Use dates where appropriate.</li> </ul> <p><b>To communicate historically:</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases</li> <li>• Show an understanding of the concept of nation and a nation's history</li> </ul>

				<ul style="list-style-type: none"> <li>• Describe significant people from the past – Samuel Pepys, King James 1, Guy Fawkes</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <p><b>To understand chronology:</b></p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Use dates where appropriate.</li> </ul> <p><b>To communicate historically:</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases</li> <li>• Show an understanding of the concept of nation and a nation's history</li> </ul>		
Art	<p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <li>• Use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Find out about the work of a range of artists, (Klee and Lowry) describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p><b>Sculptures and Collages</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Find out about the work of a range of artists (Andy Goldsworthy) describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>			<p><b>Human Form</b></p> <ul style="list-style-type: none"> <li>• Use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• Find out about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
Design Technology		<p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where app.</p> <p><b>Make</b> Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials according to their characteristics.</p>		<p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of</p>	<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information</p>	

		<p><b>Evaluate</b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria Technical knowledge</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles],</p>		<p>ingredients, according to their characteristics.</p> <p><b>Evaluate</b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria Technical knowledge .</p>	<p>and communication technology</p> <p><b>Make</b> Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and textiles, according to their characteristics.</p> <p><b>Evaluate</b> Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria Technical knowledge</p>	
RE	<p><b>Islam:</b> <b>Why is the Qur'an a Sacred Text?</b> Understand what a 'sacred' text is Understand why Muhammad has a special connection to the Qur'an Talk about and recognise why the Qur'an is treated with respect by Muslims Understand how God uses prophets and angels to communicate messages</p>	<p><b>Christianity:</b> <b>Why do Christians celebrate Christmas?</b> Understand 'celebration' Talk about how Jesus is seen as a gift to Christians and that they welcome Jesus because he helps and guides them Make a link between a Christmas celebration and why Christians are happy at Christmas</p>	<p><b>Christianity:</b> <b>What did Jesus leave behind?</b> Talk about and begin to understand that Jesus came to teach Christians about God Understand how Jesus used stories to teach Christians how to live a good life, caring for one another Explain what Jesus' stories tell us about caring for others</p>	<p><b>Christianity:</b> <b>Why do Christians remember the Last Supper?</b> Talk about and consider 'good' and 'bad' behaviour and consider forgiveness Understand how Jesus shared a special meal with friends before he died – the Last Supper Talk about and recognise how Christians share communion worldwide</p>	<p><b>Judaism:</b> <b>Sacred Texts – The Torah</b> Recap 'sacred texts' and learn about the Jewish sacred text, the Torah Understand that Abraham is regarded as the 'Father' of the Jews – make links to the Qur'an and Bible Understand how Moses led the Jewish people out of slavery in Egypt to the Promised Land</p>	<p><b>Sikhism:</b> <b>Sacred Texts – The Guru Granth Sahib – a living guru</b> Reflect on the sacred texts studied so far Understand that the Guru Granth Sahib (GGS) is recognised by Sikhs as a living guru and as such is treated with the utmost respect Begin to make comparisons between how other religions show respect for their sacred texts</p>
PSHE	<p><b>Physical health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Talk about and recognise how to eat well</li> <li>• Know the importance of physical activity, sleep, and rest.</li> <li>• Recognise people who help us to stay healthy and well and about basic health and hygiene routines.</li> </ul>	<p><b>Keeping safe and managing risk</b></p> <ul style="list-style-type: none"> <li>• Talk about and recognise how to keep safe in the home, including fire safety and how to keep safe outside including road safety.</li> </ul>	<p><b>Identify society and equality</b> Pupils will learn about:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Liberty</li> <li>• Democracy</li> <li>• Rule of law.</li> </ul>	<p><b>Careers, financial capabilities and economic wellbeing</b></p> <ul style="list-style-type: none"> <li>• understand how charities can help others.</li> <li>• understand that budgeting and planning their spending will allow them to maximise profit.</li> </ul>	<p><b>Sex and relationships education.</b></p> <ul style="list-style-type: none"> <li>• Recognise cycles of life in nature.</li> <li>• Talk about the natural process of growing from young to old and understand that this is not in their control.</li> <li>• Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>• Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</li> <li>• Understand there are different types of touch and know which ones they like and don't like.</li> </ul>	<p><b>Mental health and emotional wellbeing.</b></p> <ul style="list-style-type: none"> <li>• Recognise the link between thoughts, feelings and behaviours.</li> <li>• Discuss the concept and impact of positive thinking.</li> <li>• Recognise and manage uncomfortable feelings.</li> <li>• Understand the importance of making good choices.</li> <li>• Understand the importance of applying a growth mindset in my everyday life.</li> </ul>



Music	<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• To learn a new musical style and describe its differences compared with other previous learnt music.</li> <li>• To learn about dimensions of music – pitch (recap pulse, rhythm) Start to use correct musical language when talking about the music.</li> </ul> <p><b><u>Singing and Playing (musical activities)</u></b></p> <ul style="list-style-type: none"> <li>• To use untuned instruments to explore pulse and rhythm.</li> <li>• To improvise pulse and rhythm through games.</li> <li>• To sing and improvise simple patterns.</li> <li>• To understand the importance of warming up your voice.</li> <li>• To learn about singing in unison.</li> <li>• To play tuned instrument showing a steady beat (pulse).</li> <li>• Play notes G or G A C using the glockenspiel.</li> <li>• Improvise with notes C and D.</li> </ul> <p><b><u>Perform and Share</u></b></p> <ul style="list-style-type: none"> <li>• Sing as a group in unison.</li> <li>• Discuss your performance and evaluate</li> </ul>		<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>•To learn how the songs can tell a story or describe an idea.</li> <li>•To develop a deeper understanding of structure within a song.</li> </ul> <p><b><u>Singing, Playing (musical activities)</u></b></p> <ul style="list-style-type: none"> <li>•To copy rhythms with increased knowledge and confidence.</li> <li>•To learn pitch- copying back including vocal warm-ups. Using voices and related to the song you are learning.</li> <li>•To sing with some clear diction.</li> <li>•Play notes F or D C using the glockenspiel.</li> <li>•Improvise with notes F and G.</li> </ul> <p><b><u>Perform and Share</u></b></p> <ul style="list-style-type: none"> <li>•Learn about performance and building confidence.</li> <li>•Perform for an audience</li> </ul>		<p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>•To learn that songs have a verse and / or chorus.</li> <li>•To talk about their past experiences of music.</li> <li>•To retell the names of songs previously learnt and to talk about their experiences of them.</li> </ul> <p><b><u>Singing, Playing and Composition (musical activities)</u></b></p> <ul style="list-style-type: none"> <li>•To create own rhythms through games.</li> <li>•To play and improvise using untuned instruments.</li> <li>•To sing songs show some understanding of pulse and rhythm.</li> <li>•To learn how to start and stop when singing and playing.</li> <li>•Play notes C or E and G using the glockenspiel.</li> <li>•Compose using notes C and D or three notes - C D and E.</li> </ul> <p><b><u>Perform and Share</u></b></p> <ul style="list-style-type: none"> <li>•To play back compositions.</li> <li>•Record your performance and learn from watching it back</li> </ul>	
PE	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements - developing balance, agility and co-ordination</li> <li>•Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements - developing balance, agility and co-ordination</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>•Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>•Participate in team games, developing simple tactics for attacking and defending</li> </ul>



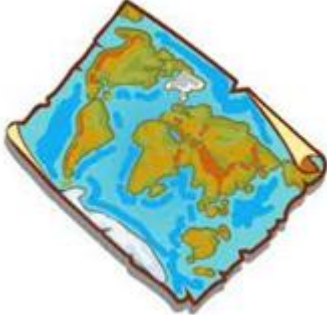



YEAR 1 / 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	We are Bowesfield 	Toy story 	We are Britain 	Wonderful Weather 	Explorers and Adventures 	Going to the Seaside 
Science	<b>Materials</b> <ul style="list-style-type: none"> <li>All objects are made from one or more materials.</li> <li>Materials can be described by their properties.</li> <li>Some materials can be in different forms with different properties.</li> </ul>		<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Animals vary in different ways having different structures e.g. wings, tails ears.</li> <li>They also have different skin coverings e.g. feathers and hair.</li> <li>Animals eat certain things, e.g. herbivore, carnivore, omnivore.</li> <li>Humans have key parts in common but these vary from person to person.</li> <li>Label the basic parts of the body.</li> <li>Humans find out about the world using their senses.</li> <li>Humans have five senses linked to their body parts.</li> </ul>	<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>The weather changes with the seasons.</li> <li>The change in weather causes many other changes. Examples are: plant growth leaves on trees and clothes worn by people.</li> <li>Observe and describe weather linked with seasons and how the day length varies.</li> <li>In U.K the day length is longest mid summer 16 hours.</li> <li>Day length is shortest mid -winter about 8 hours.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Name a variety of plants.</li> <li>Identify some which grow locally.</li> <li>Plants have common parts but vary between different plants.</li> <li>Some trees keep leaves all year around while other drop leaves in autumn and grow them in spring.</li> </ul>	Revisit and consolidate
ICT	<b>Using a computer</b> <ul style="list-style-type: none"> <li>Use a mouse to locate and click on the screen.</li> <li>Use a username and password to log in and out of the computer.</li> </ul> <b>Online Safety – Passwords</b> <ul style="list-style-type: none"> <li>Talk about what they like to do online.</li> <li>Explain why some websites (such as PM in school, or examples they use outside school) require passwords.</li> </ul>	<b>Young investigators</b> <ul style="list-style-type: none"> <li>Create and save a piece of work on Microsoft Word.</li> <li>Use the internet browser to search for key information.</li> </ul>	<b>Lego builders</b> <ul style="list-style-type: none"> <li>Explain what an algorithm is.</li> </ul> <b>Maze explorers</b> <ul style="list-style-type: none"> <li>Use directional keys on a keyboard.</li> <li>Understand how to create and debug a set of instructions</li> </ul> <b>Online Safety – Personal Information</b> <ul style="list-style-type: none"> <li>Explain what personal information means.</li> <li>Give examples of</li> </ul>	<b>Maze explorers continued.</b> <b>Technology outside of school.</b> <ul style="list-style-type: none"> <li>Record four examples of technology used outside school.</li> </ul>	<b>Spreadsheets</b> <ul style="list-style-type: none"> <li>Create a simple spreadsheet and use related vocabulary.</li> </ul> <b>Online Safety – Who to tell</b> <ul style="list-style-type: none"> <li>Talk about where and when they go online.</li> <li>Identify what clues might suggest that something isn't right.</li> <li>Identify safe adults they could tell.</li> </ul>	<b>Coding</b> <ul style="list-style-type: none"> <li>Write a block of code to move a character.</li> </ul>

			<p>personal information.</p> <ul style="list-style-type: none"> <li>Explain why it is important to keep our personal information private.</li> </ul>			
Geography	<p>We are Bowesfield</p> <ul style="list-style-type: none"> <li>Talk about the physical and human features in my immediate environment.</li> <li>Locate places on a map of the local area using locational and directional language.</li> <li>Locate Bowesfield Primary School on a simple map and aerial photographs.</li> <li>Draw a simple map.</li> <li>Use a compass and the directions of North, East, south and West.</li> </ul>		<p>We are Britain</p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate the UK</li> <li>Name the four countries that make up the UK.</li> <li>Name the capital cities of the four countries that make up the UK.</li> <li>Name the surrounding seas.</li> <li>Describe the human and physical features that make up a city.</li> </ul>	<p>Wonderful Weather</p> <ul style="list-style-type: none"> <li>Name different types of weather in the UK and some of those that we do not see.</li> <li>Talk about the different weather we see in different seasons.</li> <li>Talk about the weather in New Zealand and how the seasons are at different times of the year.</li> </ul>		
History		<p><b>Toys in the past</b></p> <ul style="list-style-type: none"> <li>Use toy artefacts and pictures and online sources to find out about the past and how toys have changed through history.</li> <li>Place artefacts (toys) in order on a time line.</li> <li>Recount changes that have occurred in their own lives, thinking about their own favourite toys.</li> </ul>			<p><b>Explorers and Adventures</b></p> <ul style="list-style-type: none"> <li>Describe significant people from the past. - Ibn Battuta/Amelia Earhart/Captain Cook</li> <li>Place events in order on a time line and use dates where appropriate.</li> </ul>	<p><b>Seaside holidays in the past</b></p> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about what seaside holidays were like in the past. Including how people travelled, what they did when they were there, what people wore.</li> </ul>
Art	<p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <li>Know what horizontal and vertical lines are and can use them in my art.</li> <li>Know primary colours are red, yellow and blue.</li> <li>Know some secondary colours and how to make them.</li> <li>ork as part of a group to create a piece of art.</li> </ul>			<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Make different shades of green by mixing different amounts of blue and yellow together.</li> <li>Look at art and explain how it makes me feel.</li> <li>Know a motif is a small design, which can be repeated to make a pattern.</li> </ul>		<p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>know the horizon line is where the sky meets the sea</li> <li>Create various textures by using different materials to show how things feel when touched.</li> <li>Make different tints by adding white to lighten colours</li> </ul>
Design Technology		<p><b>Sliders and Levers Designing</b></p> <ul style="list-style-type: none"> <li>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan by suggesting what to do next.</li> <li>Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>Evaluate their product by discussing how well it works in relation to the</li> </ul>	<p><b>Food - Preparing fruit and vegetables Designing</b></p> <ul style="list-style-type: none"> <li>Design appealing products for a particular user based on simple design criteria.</li> <li>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</li> <li>Communicate these ideas through talk and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</li> <li>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p><b>Evaluating</b></p>		<p><b>Free standing structures Designing</b></p> <ul style="list-style-type: none"> <li>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan by suggesting what to do next.</li> <li>Select and use tools, skills and techniques, explaining their choices.</li> <li>Select new and reclaimed materials and construction kits to build their structures.</li> <li>Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p><b>Evaluating</b></p>	

		<p>purpose and the user and whether it meets design criteria.</p> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</li> <li>• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	
RE	<p><b>Christianity: Belonging</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of water in Christian baptism.</li> <li>• Explain that baptism means that someone has been welcomed into the Christian family</li> <li>• Explain one similarity &amp; one difference between infant &amp; adult baptism</li> </ul>	<p><b>Christianity: Why do Christians give gifts at Christmas?</b></p> <ul style="list-style-type: none"> <li>• Name two features of the nativity story which show Jesus is a special baby</li> <li>• Explain why Christmas is special to Christians</li> </ul>	<p><b>Islam: Belonging to a Muslim family</b></p> <ul style="list-style-type: none"> <li>• Explain how Islamic items used in the mosque help Muslims to be together.</li> <li>• Show understanding that all religions have different ways to help people be together.</li> </ul>	<p><b>Christianity: What do Christians remember at Easter?</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of eggs at Easter.</li> <li>• Show understanding of the link between Easter eggs and Jesus' new life.</li> </ul>	<p><b>Islam: Who was Muhammad?</b></p> <ul style="list-style-type: none"> <li>• Explain how at least one feature of a mosque helps Muslims connect to God.</li> <li>• Explain why Muhammad is described as a 'prophet' as well as a leader.</li> </ul>	<p><b>Sikhism: Belonging to the Sikh family.</b></p> <ul style="list-style-type: none"> <li>• Explain a similarity in signs of belonging across faiths</li> <li>• Identify a sign of belonging that is associated with just one faith</li> </ul>
PSHE	<p><b>Fun Times</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about food that is associated with special times, in different cultures.</li> <li>• Pupils learn about foods that support good health and the risks of eating too much sugar.</li> <li>• Pupils learn about active playground games from around the world.</li> <li>• Pupils learn about how physical activity helps us to stay healthy; and ways to be physically active everyday.</li> <li>• Pupils learn about sun safety.</li> <li>• Pupils learn about why sleep is important and different ways to rest and relax.</li> <li>• Pupils learn about simple hygiene routines that can stop germs from spreading.</li> </ul>	<p><b>Feeling Safe</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about safety in familiar situations.</li> <li>• Pupils learn about rules and age restrictions that keep us safe.</li> <li>• Pupils learn about personal safety.</li> <li>• Pupils learn about people who help keep them safe outside the home.</li> <li>• Pupils will learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</li> <li>• Pupils will learn about household products (including medicines) can be harmful if not used correctly.</li> <li>• Pupils will learn about ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</li> </ul>	<p><b>Me and others</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about what makes themselves and others special.</li> <li>• Pupils learn about identifying what they are good at, what they like and dislike.</li> <li>• Pupils learn about roles and responsibilities at home and school.</li> <li>• Pupils learn about being co-operative with others.</li> <li>• Pupils learn about how to manage when finding things difficult.</li> <li>• Pupils learn about how people make friends and what makes a good friendship.</li> <li>• Pupils learn about what is kind and unkind behaviour, and how this can affect others.</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Pupils will learn what money is; forms that money comes in; that money comes from different sources.</li> <li>• Pupils learn about where money comes from and making choices when spending money.</li> <li>• Pupils learn about saving money and how to keep it safe. Pupils learn about the different jobs people do.</li> <li>• Pupils learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want.</li> </ul>	<p><b>Relationships/ changing me</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about lots of different types of families. Pupils learn about the life cycles of animals and humans.</li> <li>• Pupils learn about how their body has changed since they were a baby.</li> <li>• Pupils learn about identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles and vagina.</li> <li>• Pupils learn to understand that every time they learn something new, they change a little bit.</li> <li>• Pupils learn to articulate changes that have happened in their life.</li> </ul>	<p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about different types of feelings.</li> <li>• Pupils will learn how to recognise and name different feelings.</li> <li>• Pupils learn about managing different feelings.</li> <li>• Pupils learn about change or loss and how this can feel.</li> <li>• Pupils will learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>• Pupils will learn about ways of sharing feelings; a range of words to describe feelings.</li> </ul>
Music	<p><b>Hey you! (Rap)</b>  <b>Rhythm in the way we walk and The Banana rap. (Rap and reggae)</b></p> <ul style="list-style-type: none"> <li>• Learn what the pulse is and what it does.</li> <li>• Discuss how the music makes them feel.</li> <li>• Copy back simple rhythms, clapping.</li> <li>• Learn that they can make different types of sounds with their voices.</li> <li>• Rap and sing in time with the music.</li> <li>• Perform a song as a group.</li> </ul>	<p><b>In the Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra)</b>  <b>Round and Round (Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion)</b></p> <ul style="list-style-type: none"> <li>• Recognise some of the instruments used in the music.</li> <li>• Begin to understand the structure in the music.</li> <li>• Begin to play a tuned instrument (C or/and D, F ]</li> <li>• Perform a song choosing a certain style of music. Talk about their performance.</li> </ul>	<p><b>Your Imagination (Pop)</b>  <b>Reflect Rewind and Replay (Western Classical Music)</b></p> <ul style="list-style-type: none"> <li>• Name some of the instruments in the music.</li> <li>• Learn about the dimensions of music – pitch.</li> <li>• Create simple rhythms.</li> <li>• Begin to learn about pitch (high and low notes) Sing in time with the music.</li> <li>• Play a tuned instrument (C G E)</li> </ul>			

	<ul style="list-style-type: none"> <li>Talk about their performance</li> </ul>				<ul style="list-style-type: none"> <li>Help create a melody with two or three notes.</li> </ul>	
PE	<p>Multi skills</p> <ul style="list-style-type: none"> <li>Send and receive a ball using hands with control.</li> <li>Send and receive a balling using feet with control.</li> <li>Dribble and pass the ball with control and accuracy to retain possession.</li> <li>Use the terms 'opponent' and 'team'.</li> <li>Participate in team games.</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Hold a position whilst balancing on different body parts.</li> <li>Jump in a variety of ways and land with control and balance.</li> <li>Link two or more actions to make a sequence.</li> <li>Evaluate the performance of themselves and other, saying what they think is good and what could be improved.</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Complete a simple sequence of movements.</li> <li>Perform dances using simple movements and patterns.</li> <li>Evaluate the performance of themselves and other, saying what they think is good and what could be improved.</li> </ul>	<p>Games for Understanding</p> <ul style="list-style-type: none"> <li>Understand the terms 'attack' and 'defence'.</li> <li>Demonstrate simple tactics for attacking and defending.</li> <li>Participate in team games to demonstrate ability to attack and defend.</li> <li>Evaluate the performance of themselves and other, saying what they think is good and what could be improved.</li> </ul>	<p>Striking and fielding</p> <ul style="list-style-type: none"> <li>Throws a ball with control and accuracy to hit a target.</li> <li>Hit a ball towards a target with accuracy.</li> <li>Applies greater or less power to improve accuracy.</li> <li>Successfully strikes the ball as it rebounds off the target.</li> <li>Strike the ball into a space to score points.</li> <li>Evaluate the performance of themselves and other, saying what they think is good and what could be improved.</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>Sprint over a short distance up to 60 metres.</li> <li>Run over a longer distance, conserving energy in order to sustain performance.</li> <li>Use a range of throwing techniques (such as under arm, over arm).</li> <li>Throw with accuracy to hit a target or cover a distance.</li> <li>Jump in a number of ways, using a run up where appropriate.</li> <li>Compete with others and aim to improve personal best performances.</li> <li>Evaluate the performance of themselves and other, saying what they think is good and what could be improved.</li> </ul>








YEAR 3 / 4 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Rocking Romans</p> 	<p>Shine Bright</p> 	<p>Superb Stockton</p>  <p><small>shutterstock.com · 528667342</small></p>	<p>Smashing Saxons</p> 	<p>Sonic Sounds</p>  <p><small>shutterstock.com · 288202159</small></p>	<p>Volatile Vesuvius</p>  <p><small>WearCraftyThings.com</small></p>
Science	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>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.</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>Explore changes in Britain after the Roman's left.</li> <li>Explain who the Anglo-Saxons and Scotts were.</li> <li>Discover why the Anglo-Saxons and Scotts invaded Britain.</li> <li>Learn about some of the tensions associated with settlement as well as ways of life and matters that impact on us still.</li> <li>Examine their settlements and discover what life was like at this time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of the continents and extend this by locating the mountain ranges.</li> <li>Discuss the structure of a volcano and how this affects the land/population living around them.</li> <li>Understand the effect volcanoes and earthquakes have on the environment.</li> <li>Investigate where Volcanoes are in the world using maps, atlases and Google Earth.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>To locate information on the search results page</li> <li>To use search effectively to find out information.</li> <li>To assess whether an information source is true and reliable.</li> </ul>		<ul style="list-style-type: none"> <li>(DL) To use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>IT) To 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,</li> </ul>		

		<ul style="list-style-type: none"> <li>(IT) select, use and combine a variety of software to design and create a range of programs, including presenting data and information.</li> <li>(CS) Design, write and debug programs that accomplish specific goals, including controlling and simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul>	<p>analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>(CS) Design, write and debug programs that accomplish specific goals, including controlling and simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>(CS) Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>(CS) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors.</li> <li>(CS) understand computer networks, including the internet, how they can provide multiple services and the opportunity for communication and collaboration.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>I can understand the similarities and differences of the physical geography of Russia.</li> <li>I can understand the human geographical differences and similarities of Russia.</li> <li>I can locate Russia on a map.</li> <li>I can talk about trade links and economic activity</li> </ul>	<ul style="list-style-type: none"> <li>I can locate the area on a map of where we live in the UK.</li> <li>I can name some surrounding counties and rivers in the UK.</li> <li>I can talk about the river Tees and its uses past and present.</li> <li>I can talk and name the stages of the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and locate countries that were part of the British Empire on a map.</li> <li>I can talk about trade routes that were used within the British Empire.</li> </ul>
History	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> </ul>
Art	<ul style="list-style-type: none"> <li>Art and Design</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements</li> </ul>	<ul style="list-style-type: none"> <li>Sculpture</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating.</li> <li>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding.</li> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>Know and use relevant technical and sensory vocabulary appropriately.</li> <li>Order the main stages of making.</li> <li>Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</li> <li>Investigate and analyse a range of existing battery-powered products.</li> <li>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding.</li> <li>Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</li> <li>Apply their understanding of computing to program and control their products.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.</li> <li>Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> <li>Order the main stages of making.</li> <li>Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>Use finishing techniques suitable for the product they are creating.</li> <li>Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.</li> <li>Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding.</li> <li>Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>
DT - Cooking and nutrition	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet <ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> </li> <li>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>		

RE	<ul style="list-style-type: none"> <li>• What does it mean to be a Hindu?</li> <li>• What is Diwali?</li> <li>• How is Diwali celebrated?</li> <li>• Why is light important?</li> <li>• What are Rangoli patterns and why are they used?</li> <li>• Why is Diwali an important festival for Hindus?</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by the term journey?</li> <li>• What journey did Mary and Joseph take?</li> <li>• What journey did the shepherds take?</li> <li>• What journey did the Magi take?</li> <li>• What are the journeys associated with Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what the Gospels are.</li> <li>• Give two reasons why the Lindisfarne Monks copied the Gospels by hand.</li> <li>• Explain the purpose of the Gospels.</li> <li>• Give two pieces of information about the Lindisfarne Monastic Community.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why symbols of new life are features of spring festivals.</li> <li>• Explain two Christian uses of new life at Easter celebrations.</li> <li>• Explain why celebrations of Jesus's resurrection occur in spring.</li> <li>• Describe one symbol of new life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a symbol</li> <li>• Identify the five pillars of Islam</li> <li>• Explain the purpose of the Shahadah.</li> <li>• Describe the process of the prayer Wudu.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the preparation process for Hajj,</li> <li>• Identify the process of Hajj,</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>• Physical Health and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Identity, Society and Equality</li> </ul>	<ul style="list-style-type: none"> <li>• Careers, financial capabilities and economic well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships / Changing Me</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health and Well-being</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Learn different styles of music from different decades (70's and 80's).</li> <li>• Continue to be introduced to the language of music, theory and composition.</li> <li>• Gain further knowledge about the language of music.</li> <li>• Confidently identify and move to the pulse.</li> <li>• talk about the musical dimensions in a song – structure, tempo (fast and slow) Mamma works well for this.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy back and sing rhythms – Bronze level.</li> <li>• Learn to pitch copy back using notes G and /or A and C and D.</li> <li>• Demonstrate a good singing posture.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part.</li> <li>• Improvise by listening and singing back.</li> <li>• Listen and copy back using instruments, one note: G.</li> <li>• Help create a melody using notes CDE – Glockenspiel lessons.</li> <li>• Choose what to perform and create the song.</li> <li>• Talk about the best place to be when performing and how to stand or sit.</li> <li>• Sing and play instrument parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Deepen their understanding of the musical styles rap and gospel.</li> <li>• Analyse performances and will have opportunities to add movement to music as they sing gaining further understanding of pulse and rhythm.</li> <li>• Use musical words when talking about the music and how it makes them feel.</li> <li>• Learn dynamics (if the song gets louder) - particularly Lean on Me works well for this.</li> <li>• Listen and name the instruments used in the song.</li> <li>• Clap 4 rhythm words after adult support (Silver level).</li> <li>• Learn to pitch copy back using notes E, F G (without notation).</li> </ul>	<ul style="list-style-type: none"> <li>• Sing in unison and in simple two-parts.</li> <li>• Rejoin the song if they lose their way.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part.</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using one note: C.</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using one note: F</li> <li>• Plan and create a section of music that can be performed within the song unit.</li> <li>• Talk about how it was created.</li> <li>• Sing and play improvised parts.</li> <li>• Present a musical performance designed to capture the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Recap structure and tempo – compare with songs from Autumn 1. Blackbird is much slower.</li> <li>• Introduce the musical dimension texture (layers of sound to make it interesting) and understand its meaning.</li> <li>• Lead clapping 4 rhythm words (Gold level).</li> <li>• Learn to create your own simple rhythms.</li> <li>• Learn to pitch copy back using notes C and B (with notation).</li> <li>• Enjoy singing solo.</li> <li>• Sing with awareness of being 'in tune'.</li> <li>• Listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part.</li> <li>• Play and Improvise Using your instruments, listen and play your own answer using note C.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics or tempo.</li> <li>• Introduce how the composition in any way appropriate recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>• Communicate the meaning of the words and clearly articulate them.</li> <li>• Sing and play composed parts.</li> <li>• Record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Develop passing, moving and creating space Apply learning to 3v3 mini games Develop defending in game situations Combine passing and moving to create an attack and score.</li> <li>• Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space Introduce shooting.</li> <li>• Refine passing and receiving Develop passing and dribbling creating space Develop passing, moving and shooting Refine passing and shooting Develop footwork.</li> <li>• Introduce dribbling; keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to stimuli working together Extending sequences with a partner in character Exploring two contrasting Relationships and interlinking dance moves.</li> <li>• Introduction to bridges Application of bridge learning onto apparatus Develop sequences with bridges Sequence formation Sequence completion.</li> <li>• Focus on cooperation and responsibility Develop communication and collaboration Understand why motivating each other is important when working in a team</li> <li>• Mental well being Mindfulness Leadership Exploring cool downs.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent.</li> <li>• Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point.</li> <li>• Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Introduce the Javelin Standing triple jump.</li> </ul>			






Foreign Language	<ul style="list-style-type: none"> <li>I can talk about France.</li> <li>I can say Hello/Goodbye</li> <li>I can say my name and age</li> <li>I know my numbers 1-12</li> </ul>	<ul style="list-style-type: none"> <li>Name the months of the year.</li> <li>Name some sport/games</li> <li>Understand difference between le/la – masculine and feminine</li> </ul>	<ul style="list-style-type: none"> <li>Name some body parts</li> <li>Name some colours</li> <li>Use some describing words</li> </ul>
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YEAR 3 / 4 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Stone Age Boy</p> 	<p>Polar Express</p> 	<p>Tomb Raiders</p> 		<p>Food Glorious Food</p> 	<p>Trade and Transport</p> 
Science	<ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that the dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows changes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group together a variety of everyday materials on whether they are attracted to a magnet and identify some magnetic materials.- observe how magnets attract or repel each other and attract some materials and not others.</li> <li>Compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Describing magnets as having 2 poles.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	
Computing	<ul style="list-style-type: none"> <li>(DL) To use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>(IT) select, use and combine a variety of software to design and create a range of programs, including presenting data and information.</li> </ul>		<ul style="list-style-type: none"> <li>(DL) To use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour</li> <li>(IT) To 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.</li> </ul>		<ul style="list-style-type: none"> <li>(IT) To 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.</li> <li>(CS) Design, write and debug programs that accomplish specific goals, including controlling</li> </ul>	

			<ul style="list-style-type: none"> <li>and simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>(CS) Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>(CS) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Describe physical features – rivers and seas.</li> <li>Name and locate some of the main rivers and counties of the UK</li> <li>Understand how the River Tees helps the local area.</li> <li>Use fieldwork to observe, measure and record human and physical features in the local area.</li> <li>Explain the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and locate Egypt and the UK on a world map.</li> <li>Compare and contrast Egypt and the United Kingdom.</li> <li>Explain the importance of European countries working together e.g. trade, food, energy, minerals, migration etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the countries in the British Empire during the Victorian Era.</li> <li>Explore countries which were trade routes as part of the old British Empire.</li> <li>Compare and contrast Victorian trade links with modern day trade links (human geography)</li> </ul>
History	<ul style="list-style-type: none"> <li>Introduced to the idea that people have been living in Britain for a very long time.</li> <li>Learn about the changes that occurred over a time span of 10,000 years during the three main periods of prehistory: the Stone Age, Bronze Age and Iron Age.</li> <li>Develop a chronological understanding of this era and develop an awareness of how our knowledge of the prehistoric past is constructed.</li> <li>Learn about how the Neolithic Revolution altered prehistory as people moved away from a hunter-gatherer nomadic lifestyle to farming.</li> <li>Discover how technology and tools developed during these periods and how by the Iron Age Celts were building hill forts that offered protection from enemies.</li> </ul>	<ul style="list-style-type: none"> <li>Explore where and when the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt and the Shang Dynasty of Ancient China) appeared.</li> <li>Explore the similarities between the civilizations and how they relate to a chronological understanding of the past.</li> <li>Discover what life was like 3,000 years before the birth of Christ.</li> <li>Understand the importance of the River Nile as a water supply and for providing fertile farming lands and about society, religion and daily life during this era.</li> <li>Discovering what caused the fall of the Ancient Egyptian Civilization</li> </ul>	<ul style="list-style-type: none"> <li>Extend their knowledge of ancient civilizations and come to appreciate the significance of this era in shaping the world of today.</li> <li>Explore sources and evaluate their usefulness.</li> <li>Marvel at Alexander the Great and the empire under his leadership.</li> <li>Learn about trade and education in Ancient Greece and finally, learn about the Olympics and democracy and how we can trace their origins back thousands of years to this ancient empire.</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>Use annotated sketches and prototypes to develop, model and communicate ideas.</li> <li>Order the main stages of making.</li> <li>Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> <li>Investigate and analyse books and, where available, other products with lever and linkage mechanisms.</li> <li>Evaluate their own products and ideas against criteria and user needs, as they design and make.</li> <li>Understand and use lever and linkage mechanisms.</li> <li>Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.</li> </ul>	<ul style="list-style-type: none"> <li>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>Produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> <li>Plan the main stages of making.</li> <li>Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> <li>Investigate a range of 3-D textile products relevant to the project.</li> <li>Test their product against the original design criteria and with the intended user.</li> <li>Take into account others' views.</li> <li>Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding</li> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of fabric together.</li> <li>Understand the need for patterns and seam allowances.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>	*See DT-Cooking and Nutrition*
Art	<ul style="list-style-type: none"> <li>Pre-Historic Art</li> </ul>	<ul style="list-style-type: none"> <li>Art and Design</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements</li> </ul>
DT – Cooking and Nutrition	*See Design and Technology*	*See Design and Technology*	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>



RE	<ul style="list-style-type: none"> <li>State two features of a Mosque and explain how they bring a community together.</li> <li>State how features of a Mosque help Muslims submit to God.</li> <li>Suggest two reasons why any building could be used as a Mosque.</li> <li>Show understanding of the word sacred and how this related to a Mosque.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why light features in a winter festival.</li> <li>Explain two Christian uses of light.</li> <li>Explain why celebrations of Jesus' birth happen in winter.</li> <li>Explain the meaning of the Christingle.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the Gospels are one of the many books of the Bible.</li> <li>Give two reasons why the Lindisfarne Monks Copied the Gospels by hand.</li> <li>Explain the purpose of the Gospels.</li> <li>Give two pieces of information about the Lindisfarne monistic community.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why new life are features of a spring festival</li> <li>Explain two Christian uses of new life in a spring festival.</li> <li>Explain why celebrations of Jesus' resurrection happens in spring.</li> <li>Describe one symbol of new life used during the Jewish festival Passover.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest one reason for the Kosher food laws.</li> <li>Suggest beliefs and underlying Hanukah Traditions.</li> <li>Suggest reasons for obeying religious commands.</li> <li>Suggest the value for a community following religious practices.</li> </ul>	<ul style="list-style-type: none"> <li>Know that when fasting people are going without food or drink. Identify Muslims fast during the celebration of Ramadan and celebrate the end of Ramadan with the celebration of Eid.</li> <li>Describe what happens during Eid and why.</li> <li>Explain how Ramadan and Eid demonstrate the concept of Ummah.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>Physical Health and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Feeling Safe</li> </ul>	<ul style="list-style-type: none"> <li>Identity and Society</li> </ul>	<ul style="list-style-type: none"> <li>Careers, financial capabilities and economic well-being</li> </ul>	<ul style="list-style-type: none"> <li>Relationships / Changing me</li> </ul>	<ul style="list-style-type: none"> <li>Mental health and well-being</li> </ul>
Music	<ul style="list-style-type: none"> <li>Have a deeper understanding of the pulse.</li> <li>Understand the structure of the song.</li> <li>Display an understanding of pitch within playing instruments.</li> <li>Learn rhythm by copying simple patterns and how they work with pulse</li> <li>Warm up learning pitch - what it is, to copy it–work on Bronze level.</li> <li>Know why It is important to warm up our voices, posture, breathing and projection.</li> <li>Play C F and G and improvise using C and D.</li> <li>Learn E and D on glockenspiels and to understand the theory around it.</li> <li>Compose using Treble clef basic (3 notes) -Rhythm Grid (explain the notes are the pitch).</li> <li>Sing and perform a song.</li> <li>Include instruments to the song.</li> </ul>	<ul style="list-style-type: none"> <li>Identify instruments and voices played in the songs and name them.</li> <li>Continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> <li>Understand that pulse is the foundation of music upon which the other dimensions are built.</li> <li>Warm up learning pitch - what it is, to copy it– work on Silver level. Teacher to model how to lead the group.</li> <li>Interpret the words in a song – by talking and sharing ideas.</li> <li>Sing with the idea of being in tune.</li> <li>Play C A and or G A and improvise with C D.</li> <li>Compose using Treble Clef basic note grid (3 notes)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the musical structure of the song and the instruments used.</li> <li>Have a deeper understanding of pitch and tempo and how they fit into the music.</li> <li>Warm up learning pitch- what it is, to copy it– work on Gold level. Encourage children to lead the group. Focus on C and D and also introducing notation (with staves and music notes).</li> <li>Enjoy singing solo.</li> <li>Be aware of the pulse internally and rhythm when singing.</li> <li>Play notes C and / or A.</li> <li>Compose using Treble clef basic notation with note names (3 notes – option to choose 5 notes).</li> <li>Sing the song and to improvise on the glockenspiels (and trumpets) as a small group.</li> <li>To record and discuss their performance.</li> </ul>			
PE	<ul style="list-style-type: none"> <li>Introduce moving with the ball, passing and receiving Introduce tagging.</li> <li>Create space when attacking Develop passing and moving Combine passing/moving to create attacking opportunities.</li> <li>Introduce/develop dribbling keeping control.</li> <li>Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling.</li> <li>Introduce passing, receiving and creating space Develop/combine passing and moving Combine/develop passing and shooting.</li> <li>Introduce dribbling; keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling Introduce shooting.</li> </ul>	<ul style="list-style-type: none"> <li>Responding to stimuli Developing character dance into a motif Developing sequences with a partner in character that show relationships Extending sequences with a partner in character.</li> <li>Introduction to symmetry and asymmetry Application of learning onto apparatus Sequence formation Sequence completion.</li> <li>Creating and applying simple tactics Developing leadership Developing communication as a team / collaborate effectively as a team Create defending and attacking tactics as a team.</li> <li>Exploring warm ups Continuous training Interval training.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce to rounders Introduce overarm throwing Apply overarm and underarm throwing Introduce stopping the ball Application of stopping the ball in a game.</li> <li>Introduction tennis, outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand.</li> <li>Explore running for speed Explore acceleration Introduce /develop relay: Running for speed in a team Throwing: Accuracy vs distance Standing long jump.</li> </ul>			
Foreign Language	<ul style="list-style-type: none"> <li>Where on earth is France</li> <li>Travelling</li> <li>Weather</li> <li>Numbers 21-30</li> <li>dates</li> </ul>	<ul style="list-style-type: none"> <li>Sports</li> <li>Healthy eating</li> <li>Talk about likes and dislikes at school.</li> <li>Toys</li> <li>stories</li> </ul>	<ul style="list-style-type: none"> <li>animals</li> <li>animal habitats</li> <li>animal sounds</li> <li>animal descriptions</li> </ul>			

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Bowesfield Past and Present 	Exciting Europe 	Under the canopy 		Around the world on 80 days 	Industry through time 
Science	<b>Properties and their materials</b> <ul style="list-style-type: none"> <li>Compare and group together everyday materials based on their properties and response to magnets.</li> <li>Know that some materials dissolve in the solution, describe how to recover substance from the solution.</li> <li>Give reasons based on comparative tests for use of everyday materials.</li> <li>Dissolving and mixing are reversible changes.</li> <li>Some changes form new materials –not reversible</li> </ul>		<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird.</li> <li>Understand the term metamorphosis, caterpillar to butterfly.</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Plant produce sexually through pollination and asexually- only one parent.</li> </ul>	<b>Animals including Humans</b> Describe the changes as humans develop to old age.	<b>Earth and Space</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets. The Sun is a star.</li> <li>There are 8 planets.</li> <li>The planets travel around the sun in a fixed orbit.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>To use the Earth's rotation to explain day and night. Earth Sun and Moon are spherical.</li> </ul>	<b>Forces</b> <ul style="list-style-type: none"> <li>A force causes an object to start/stop moving, slow down/speed up, or change direction.</li> <li>Gravity is a force that acts at a distance. Gravity causes unsupported objects to fall to the Earth.</li> <li>Air resistance, water resistance and friction are contact forces act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers pulley and gears allow a smaller force to have a greater effect.</li> </ul>
	<b>Online safety: Recap and Online Behaviour</b>		<b>Online Safety: Recap and Images</b>		<ul style="list-style-type: none"> <li><b>Online Safety: Recap and Safe searching</b></li> </ul>	
Computing	<ul style="list-style-type: none"> <li><b>Using MS Word</b></li> <li>Recap previously taught word processing skills.</li> <li>Use word processing skills to produce a formatted letter.</li> <li>Use a hyperlink.</li> <li>Make decisions about digital content.</li> <li>Review the positive and negative effects of digital content</li> </ul>	<ul style="list-style-type: none"> <li><b>Databases</b></li> <li>Make decisions about digital content.</li> <li>Review the positive and negative effects of digital content</li> <li>Explain the reason and real life application of databases.</li> <li>Search databases.</li> <li>Contribute and create my own databases.</li> </ul>	<ul style="list-style-type: none"> <li><b>Game creation</b></li> <li>Plan, design and create my own game.</li> <li>Incorporate all previously taught features of game design.</li> <li>Finish and present my game to others.</li> <li>Evaluate my own and other's work.</li> </ul>	<ul style="list-style-type: none"> <li><b>3D modelling (iPads)</b></li> <li>Know how to make a 3D model using a 2D net.</li> <li>Understand the purpose of computer-based modelling and design.</li> <li>Explain how 3D models would be produced as objects in industry.</li> </ul>	<ul style="list-style-type: none"> <li><b>Spreadsheets (Excel)</b></li> <li>Create formulae that will convert quantities</li> <li>Use text variables to perform calculations.</li> <li>Know when spreadsheets would be used in business/everyday life.</li> </ul>	<ul style="list-style-type: none"> <li><b>Coding (Scratch)</b></li> <li>I can apply my knowledge to a real-life scenario.</li> <li>I can make my sprite react to keyboard input.</li> <li>I can create multiple variables</li> <li>I can use conditional statements.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six figure</li> </ul>	<ul style="list-style-type: none"> <li>Can locate the UK and other countries in Europe on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate the Rain forests in South America.</li> <li>Can compare and contrast the climate of South America with the UK.</li> </ul>			







	<p>grid references, symbols and key.</p> <ul style="list-style-type: none"> <li>Identify features of our local area and add symbols of them to our blank maps.</li> <li>Compare and contrast different localities. Describe a settlement in terms of physical and human features.</li> <li>Produce own version of an ordnance survey of the area studied.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about which continent they are part of.</li> <li>Can discuss how places in Europe are similar and different to the UK in terms of their physical and human features.</li> <li>Can talk about how European countries work together for trade, food and tourism.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe and understand key aspects of: physical geography including climate zones, biomes and vegetation belts</li> </ul>		
History	<p><b>The Victorians</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Use appropriate historical</li> </ul>			<p><b>The British Empire and Slavery</b></p> <ul style="list-style-type: none"> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Understand the concepts of continuity and change over</li> </ul>	<p><b>The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Refine lines of enquiry as appropriate.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Use dates and terms accurately in describing events.</li> <li>Use appropriate historical vocabulary to communicate</li> </ul>

	<p>vocabulary to communicate</p> <ul style="list-style-type: none"> <li>Use original ways to present information and ideas.</li> </ul>			<p>time, representing them, along with evidence, on a time line.</p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate</li> </ul>	
Art	<p><b>Formal Elements</b></p> <ul style="list-style-type: none"> <li>Know what first hand and second hand drawings are.</li> <li>Draw a picture of a house/tree from observation in detail.</li> <li>Use the cropping method.</li> <li>Create a clear print and evaluate their work.</li> <li>Recognise Hundertwasser's work and reimagine buildings in this style.</li> <li>Design based on architectural style.</li> <li>Design a monument to symbolise a person or event.</li> </ul>		<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Use fine control with a pencil to make a detailed and analytical observational drawing</li> <li>Add tonal graduation</li> <li>Use imagination to brainstorm ideas for an invention that has a set purpose</li> <li>Successfully draw a portrait using the continuous line method</li> <li>Lay out a simple collage by selecting the most interesting elements and glue a collage in place when happy with the final composition</li> <li>Draw an enlarged version of the section chosen by scaling it to a larger size</li> <li>Sketch initial thoughts and ideas based on a given theme</li> <li>Develop ideas into a successful piece of artwork</li> </ul>		<p><b>Every Picture Tells a Story</b></p> <ul style="list-style-type: none"> <li>Evaluate and analyse a work of street art and relate it to the news and British values.</li> <li>Suggest how an image could be altered to change its message.</li> <li>Work in the style of Rorschach to create a symmetrical abstract image.</li> <li>Create a meaningful message using visual symbols.</li> <li>Use drama to demonstrate my understanding of the meaning of a piece of artwork. Name key features of Magdalene Odundo's artwork.</li> </ul>
Design Technology		<p><b>Food</b></p> <ul style="list-style-type: none"> <li>Celebrating culture and seasonality</li> <li>Food from different cultures.</li> </ul>	<p><b>Structures</b></p> <ul style="list-style-type: none"> <li>Frame Structures</li> </ul>		<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Combining different fabric shapes</li> </ul>
RE	<ul style="list-style-type: none"> <li><b>Sikhism: The Gurdwara</b></li> <li>Explain why Sikhs and Hindus celebrate Diwali and their differences</li> <li>Offer a supported view as to the</li> </ul>	<ul style="list-style-type: none"> <li><b>Christianity: Is Christmas too commercial?</b></li> <li>Compare a moral meaning of Christmas to a commercial meaning of Christmas.</li> <li>Show understanding of</li> </ul>	<ul style="list-style-type: none"> <li><b>Islam: The importance of food &amp; drink.</b></li> <li>Offer a view as to the purpose of religious rules</li> </ul> <p>Show connection between the Islamic idea of 'submission' and religious rules</p>	<ul style="list-style-type: none"> <li><b>Christianity: Who is responsible for Jesus death?</b></li> <li>Suggest a reason why Judas thought he was doing the right thing</li> </ul> <p>Suggest an answer to the question: Who is responsible for Jesus' death?</p>	<ul style="list-style-type: none"> <li><b>What is Worship? Christianity, Islam, Sikhi, Buddhism, Hinduism</b></li> <li>What is it for?</li> <li>Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy</li> <li>Respond to the question 'What is worship? What is it for? With reference to the subjects studied</li> </ul>

	purpose of worship	why Jesus' birth starts the Christian 'Big Story'.				
PSHE	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> </ul> <p>Motivation</p>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour Emergency aid</li> <li>Body image Relationships with food</li> <li>Healthy choices Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
Music	<p><b>Autumn 1</b> <b>Living on a prayer</b></p> <p><b>Autumn 2</b> <b>Classroom Jazz</b></p> <ul style="list-style-type: none"> <li>To find the pulse</li> <li>To copy back rhythms based on the words of the main song, that include syncopation/off beat (playing G and A – warm ups)</li> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy exploring singing solo.</li> <li>To demonstrate a good singing posture.</li> <li>To play the notes C A B (easy) D, E, F sharp, G (medium)</li> <li>To play Bossa Nova B, A + G Swing D, E, G, A +B</li> <li>To rehearse and perform a glockenspiel piece.</li> <li>To improvise - play and Copy Back Copy back using instruments. Use 1 note: G</li> <li>To improvise - play and Improvise Question and Answer using instruments. Use 2 notes in your answer: G and A.</li> <li>To improvise playing Bossa Nova B, A + G Swing D, E, G, A + B (pentatonic scale/a five-note pattern)</li> <li>Create simple melodies using up to three different notes and simple rhythms that work musically with the style of the Unit song. Notes G A B</li> </ul> <p>To explain the keynote or home note and the structure of the melody.</p>		<p><b>Spring 1</b> <b>Make you feel my love</b></p> <p><b>Spring 2</b> <b>The Fresh Prince of Bel Air</b></p> <ul style="list-style-type: none"> <li>To find the pulse</li> <li>To copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>(playing C and D, E and D – warm ups)</li> <li>To listen to the group when singing.</li> <li>To follow a leader when singing. To experience rapping and solo singing</li> <li>To play the notes C, F (easy) E, F, G, A, B + C. (medium) and D and A (easy) and G and A.(medium)</li> <li>To listen and follow leaders</li> <li>To improvise - Play and Improvise Question and Answer using instruments. Use 1 note in your answer: C</li> <li>To improvise - Play and Copy back Copy back using instruments. Use 2 notes: C and D</li> <li>To improvise - Play and Copy back Copy back using instruments. Use 2 notes: D and E</li> <li>Create simple melodies using up to three different notes and simple rhythms that work musically with the style of the Unit song. Notes C D E and D E F.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> </ul>		<p><b>Summer 1</b> <b>Dancing in the street</b></p> <p><b>Summer 2</b> <b>Reflect, rewind and replay</b></p> <ul style="list-style-type: none"> <li>To find the pulse</li> <li>To copy back one-note riffs using simple and syncopated rhythm patterns</li> <li>(playing C and D, E and D – warm ups)</li> <li>To listen to the group when singing.</li> <li>To follow a leader when singing. To experience rapping and solo singing</li> <li>To play the notes C, F (easy) E, F, G, A, B + C. (medium) and D and A (easy) and G and A.(medium)</li> <li>To listen and follow leaders</li> <li>To improvise - Play and Improvise Question and Answer using instruments. Use 1 note in your answer: C</li> <li>To improvise - Play and Copy back Copy back using instruments. Use 2 notes: C and D</li> <li>To improvise - Play and Copy back Copy back using instruments. Use 2 notes: D and E</li> <li>Create simple melodies using up to three different notes and simple rhythms that work musically with the style of the Unit song. Notes C D E and D E F.</li> </ul> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	
PE	<p><b>Athletics/ OAA</b></p> <ul style="list-style-type: none"> <li>OAA is taught in school to build on teamwork and determination.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Gymnastics is taught next as the children can understand that they need to link</li> </ul>	<p><b>Basketball</b></p> <p>Children will be developing their skills in throwing and catching in a game situation, developing their understanding of attacking and defence.</p> <ul style="list-style-type: none"> <li>Skills –</li> </ul>	<p><b>Cricket/rounders</b></p> <p>Children will be learning about the game of cricket, as well as the skills of batting and fielding, which can then be applied to the game of rounders.</p> <ul style="list-style-type: none"> <li>Skills –</li> </ul>	<ul style="list-style-type: none"> <li><b>Rugby</b></li> </ul> <p>Here the children will develop their skills of tactics, attacking and defending from prior year groups and transfer skills from other games taught this year, such as</p>	<ul style="list-style-type: none"> <li><b>Athletics</b></li> </ul> <p>Athletics is taught in the summer term to ensure that the children can perform their best in sports week and for upcoming competitions in the autumn term in cross-</p>



	<ul style="list-style-type: none"> <li>Skills – Orienteering Introduce the concept and meaning of orienteering Introduce the concept of reading a map or a plan, being able to use a key correctly to help us navigate</li> <li>To be able to work as a team, using a map to locate and direct themselves.</li> </ul>	<p>movements together into a sequence.</p> <ul style="list-style-type: none"> <li>Skills – Counter Balance &amp; Counter Tension Introduction to counter balance Application of counter balance learning onto apparatus Sequence formation Counter Tension Sequence completion</li> <li>To use a range of apparatus to perform series of movements including counter balances.</li> </ul>	<p>Recap and refine dribbling and passing to create attacking opportunities Develop marking Refine shooting Refine attacking skills, passing, dribbling and shooting introduce officiating To pass, catch and travel with a basketball. To play as a team in a competitive basketball game.</p>	<p>Develop fielding tactics maximising players Understand what happens if the batter misses the ball Refine fielding tactics, what players where? Applying tactics in mini games</p> <p>To use fielding, catching, bowling and batting skills to play a competitive game of cricket.</p>	<p>basketball to play competitively.</p> <ul style="list-style-type: none"> <li>Skills – Refine passing and moving to create attacking opportunities Explore different passes that can be used to outwit defenders Refine defending as a team Create and apply defending tactics. Develop officiating</li> </ul> <p>To play a competitive game of rugby using skills and tactics.</p>	<p>country and indoor athletics. Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Introduce the Shot Put Introducing the hurdles</p> <p>To take part in a range of athletic activities, evaluating their performance.</p>
Foreign Language	<p>- <b>School and the local area</b> Children will expand on their prior knowledge of the country of France and places where French is spoken in the first lesson to re-establish its importance as a modern language. They will then learn to use language to describe their journeys to school and around the local area.</p> <p>- Recap France as a country and what they already know.</p> <p>- Features of school</p> <p>- Features of their locality</p> <p>- Journeys</p> <p>- Directions</p>	<p><b>Food and celebration</b> Children will be able to talk about and give opinions in French about the foods they like and dislike. They will be able to build longer French sentences and create dialogue with more language.</p> <ul style="list-style-type: none"> <li>Celebrations</li> <li>Lunchtime</li> <li>Food likes and dislikes</li> <li>Food for a celebration.</li> </ul>	<p><b>Space</b> Here the children will learn language that relates to our topic next term in Science. The children can explore this area that excites them and use scientific language to expand their French vocabulary.</p> <ul style="list-style-type: none"> <li>Introducing the planets</li> <li>Describing the planets</li> <li>Building compound sentences.</li> <li>Preparing a presentation</li> <li>Seasons and months.</li> </ul>	<p><b>Weather</b> Children will be able to develop conversations and dialogue + hold discussions about the weather. This language can be used daily to develop the correct pronunciation and confidence in speaking French.</p> <ul style="list-style-type: none"> <li>Weather and seasons</li> <li>Seasonal colours</li> <li>Using French to write a poem</li> </ul>	<p><b>The beach</b> Children will make simple statements (about seasons) and describing the weather Using adjectives as antonyms</p> <ul style="list-style-type: none"> <li>Describing the beach.</li> <li>Bringing a picture to life.</li> <li>Creating a class poem.</li> <li>Writing own poems based on the beach</li> </ul>	<p><b>Time and routines</b> Children will be able to tell the time using French Vocabulary. Linked to maths language.</p> <ul style="list-style-type: none"> <li>Clocks</li> <li>French schools</li> <li>Places in school</li> <li>School times and subjects</li> <li>School time table</li> <li>Then and now</li> </ul>

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Golden Age of Islam</p> 	<p>Magical Middle East</p> 	<p>Amazing Adaptions</p> 	<p>Unsinkable</p> 	<p>Their Finest Hour</p> 	<p>What's the difference?</p> 
Science	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects, then our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</li> </ul>	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit</li> <li>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</li> <li>Use recognised symbols when representing a simple circuit diagram</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the circulatory system.</li> <li>Describe the function of the heart blood vessels and blood. Transport of O2, CO2 and nutrients.</li> <li>Impact of diet, exercise drugs and lifestyle on the way the body functions. Links to PSHE.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> <li></li> </ul>
ICT	<p>Networks/Text Adventurers/Blogging</p> <ul style="list-style-type: none"> <li>I can explain how to keep myself safe and stay vigilant when sharing online.</li> <li>I can explain what a computer network is.</li> <li>I can explain the difference between LAN and WAN.</li> <li>I can apply my learning in previous years to work with more independence and understanding.</li> <li>I can create a blog.</li> </ul> <p>I can demonstrate how to block responsibly and respectfully.</p>		<p>Computer Design and Development</p> <ul style="list-style-type: none"> <li>I can talk about modern technologies and where technology might move next.</li> <li>I can create my own ideas of new technologies.</li> <li>I can form opinions on the emergence and development of new technologies.</li> <li>I can evaluate my own and other's work.</li> <li>I can use a variety of medias to advertise my product.</li> </ul> <p>I can explain how these skills could be used in business/industry.</p>		<p>Spreadsheets Using Excels/Coding</p> <ul style="list-style-type: none"> <li>I can explain and demonstrate how to be a responsible digital citizen</li> <li>I can apply my knowledge to solving problems involving spreadsheets independently.</li> <li>I can identify several different coding languages and talk about their uses.</li> </ul>	
Geography		<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on</li> </ul>	<ul style="list-style-type: none"> <li>Human and Physical</li> <li>Locate the Polar regions on various maps.</li> <li>Compare the two regions and talk about their physical characteristics.</li> </ul>			<p>Map and Fieldwork</p> <ul style="list-style-type: none"> <li>Draw conclusions about locations</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>

		<p>their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of the Polar and Tundra biomes.</li> <li>Explain how the climate of the Polar regions is changing over time.</li> <li>Compare and contrast the Arctic and Antarctica.</li> <li>Describe and understand the biomes of the Polar Regions.</li> <li>Explain the effect of Global warming on our Polar Regions.</li> </ul>			<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul>
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<p>History</p>	<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> <li>• Dates ; time period; era; chronology; change; century; decade; legacy; continuity</li> </ul>			<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence giving reasons for choices.</li> <li>• Show an awareness of the concept of propoganda and how historians must understand the social context of evidence study.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes of a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> </ul>	<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence giving reasons for choices.</li> <li>• Show an awareness of the concept of propoganda and how historians must understand the social context of evidence study.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes of a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> <li>• Dates ; time period; era; chronology; change;</li> </ul>	
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				<ul style="list-style-type: none"> <li>Dates ; time period; era; chronology; change; century; decade; legacy; continuity</li> <li>Use original ways to present information and ideas</li> </ul>	<ul style="list-style-type: none"> <li>century; decade; legacy; continuity</li> <li>Use original ways to present information and ideas</li> </ul>	
Art	<p>Making My Voice Heard</p> <ul style="list-style-type: none"> <li>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</li> <li>Express and articulate a personal message through sculpture.</li> <li>Deepen knowledge and understanding of using line when drawing portraits.</li> <li>Develop greater skill and control. Study and apply the techniques of other artists. Express ideas about art through messages, graphics, text and images. Give reasoned evaluations of their own and others work which takes account of context and intention.</li> </ul>		<p>Still Life</p> <ul style="list-style-type: none"> <li>Express and articulate a personal message through sculpture.</li> <li>Analyse and study artists' use of form.</li> <li>Understand how artists manipulate materials to create texture.</li> <li>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</li> <li>Manipulate tone for halo and chiaroscuro techniques.</li> </ul>		<p>Art and Design</p> <ul style="list-style-type: none"> <li>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</li> <li>Make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</li> <li>Mix and apply colours to represent still life objects from observation.</li> <li>Express feelings and emotions through colour.</li> <li>Study colours used by Impressionist painters.</li> <li>Create sophisticated artwork using their knowledge of pattern.</li> <li>Create abstract compositions using knowledge of other artists' work.</li> </ul>	
Design Technology		<ul style="list-style-type: none"> <li>Understanding switches</li> </ul> <p>Designing, making and evaluating a product</p>		<ul style="list-style-type: none"> <li>Understanding pulleys and gears</li> </ul> <p>Designing, making and evaluating a product</p>		
RE	<p>Rites of Passage</p> <ul style="list-style-type: none"> <li>What is meant by 'rites of passage'?</li> <li>How do different faiths celebrate the birth of a baby?</li> <li>How do different faiths celebrate becoming an adult?</li> <li>How do different faiths celebrate marriage?</li> <li>How do different faiths mark death?</li> </ul> <p>How do faiths mark their key rites of passage?</p>		<p>Christmas</p> <ul style="list-style-type: none"> <li>What are the two biblical versions of the Nativity and how do they differ?</li> <li>What is the significance of the two contrasting accounts of the Nativity?</li> <li>Can the two gospel stories about the birth of Jesus be found in the way we celebrate Christmas today?</li> </ul> <p>What do the Gospels tell us about the Nativity?</p>		<p>Easter</p> <ul style="list-style-type: none"> <li>Jesus' death</li> <li>Overcoming obstacles</li> <li>Resurrection of Jesus Christ</li> </ul> <p>Luke 23</p>	<p>Expressions of Faith</p> <ul style="list-style-type: none"> <li>What is religious art?</li> <li>How do Christians express their faith through art?</li> <li>How do Muslims express their faith through art?</li> <li>How have Buddhists/Hindus/ Sikhs expressed their faith through art?</li> </ul>
PSHE	<p>Weighing Up Risk</p> <p>Pupils learn:</p>	<p>Keeping Safe – Out and About</p> <p>Pupils learn:</p>	<p>Identity, Society and Equality: Human Rights</p> <p>Pupils learn:</p>	<p>Borrowing and earning money</p> <p>Pupils learn:</p>	<p>Relationships/Changing Me</p> <p>Pupils learn:</p>	<p>Healthy Minds:</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>what mental health is</li> </ul>

	<ul style="list-style-type: none"> <li>about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines, and other legal and illegal drugs</li> <li>about assessing the level of risk in different situations involving drug use</li> <li>about ways to manage risk in situations involving drug use</li> </ul>	<ul style="list-style-type: none"> <li>about feelings of being out and about in the local area with increasing independence</li> <li>about recognising and responding to peer pressure</li> <li>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul>	<ul style="list-style-type: none"> <li>about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>about human rights and the UN Convention on the Rights of the Child</li> <li>about homelessness</li> </ul>	<ul style="list-style-type: none"> <li>about borrowing money</li> <li>about earning money</li> <li>about gender in relation to employment</li> <li>to articulate which career they would like to follow later in life.</li> </ul>	<ul style="list-style-type: none"> <li>to use the correct terminology for the areas of the body that they feel are private</li> <li>about how to use the correct terminology to appropriate scenarios what might change for them in the future and what sort of feelings would be associated with such change.</li> </ul>	<ul style="list-style-type: none"> <li>about what can affect mental health and some ways of dealing with this</li> <li>about some everyday ways to look after mental health</li> <li>about the stigma and discrimination that can surround mental health</li> </ul>	
Music	Happy (Pop/Neo Soul)	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay	
	<ul style="list-style-type: none"> <li>Describe the style indicators of the song/music.</li> <li>Describe the structure of the song.</li> <li>Identify the instruments/voices they can hear.</li> <li>Talk about the musical dimensions used in the song</li> <li>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</li> <li>Record the performance and discuss their thoughts and feelings towards it afterwards.</li> <li>Was it carefully planned to suit the audience?</li> <li>Did you communicate ideas, thoughts and feelings about the song/music?</li> </ul> <p>Discuss and talk musically about it. What went well? What could have been better?</p>						
PE	<p>Invasion Games</p> <p>Consolidate passing and moving</p> <p>Consolidate defending</p> <p>Create, understand and apply attacking/defending tactics in game situations</p> <p>Consolidate attacking and defending in games</p> <p>Consolidate keeping possession</p> <p>Develop officiating</p> <p>Organise formations and manage teams</p> <p>Organise formations decide tactics, manage teams and officiate games</p>	<p>Dance</p> <ul style="list-style-type: none"> <li>Performing with technical control and rhythm in a group</li> <li>Creating rhythmic patterns using the body</li> <li>Experiencing dance from a different culture</li> <li>Chorographical elements including still imagery</li> <li></li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Introduction to matching/ mirroring</li> <li>Application of matching/ mirroring learning onto apparatus</li> </ul> <p>Sequence development</p>	<p>OAA</p> <ul style="list-style-type: none"> <li>Orientate a map and locate points on the map in a set order</li> <li>Consolidate pupils understanding of how to orientate a map, locate points on the map, then travel to them, recording what they find</li> </ul>	<p>Health and Fitness</p> <ul style="list-style-type: none"> <li>Cardio fitness</li> <li>Flexibility Strength</li> <li></li> </ul>	<p>Striking and Fielding (Cricket)</p> <ul style="list-style-type: none"> <li>Refine batting, understand and develop batting and bowling tactics</li> <li>Refine fielding stooping, catching and throwing</li> <li>Combine bowling and fielding creating and applying tactics</li> <li>Introduce umpiring and scoring</li> </ul>	<p>Net and Wall Games (Tennis)</p> <ul style="list-style-type: none"> <li>Game applications</li> </ul> <p>Game applications mixed ability doubles, round games</p>



	<p>Develop defending; block and tacking</p> <p>Recap and refine dribbling and passing to create attacking opportunities</p> <p>Refine attacking skills, passing dribbling and shooting</p> <p>Refine defending skills developing transition from defence to attack</p> <p>.</p>						
Foreign Language	<ul style="list-style-type: none"> <li>• Recognise written numbers to 12</li> <li>• Ask what time it is? Say what time it is.</li> <li>• Learn about French schools</li> <li>• Name places in school/subjects</li> <li>• Name familiar places in a town</li> <li>• Numbers 70-100</li> <li>• Give directions</li> <li>• Say a date now and then</li> <li>• Places in the Town</li> </ul>	<ul style="list-style-type: none"> <li>• Name some snacks</li> <li>• Name some food</li> <li>• Order food</li> <li>• Use sentence</li> <li>• Ask/answer questions</li> <li>• Use antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Recap</li> <li>• Numbers</li> <li>• Dates</li> <li>• Months</li> <li>• Parts of body</li> <li>• Colours</li> <li>• Verbs</li> <li>• adjectives</li> </ul>				