Copplestone Curriculum

Year 1	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	Place value - Sort objects - Count objects - Count objects from a larger group - Represent objects - Recognise numbers as words - Count on from any number - 1 more - Count backwards within 10 - 1 less - Compare groups by matching - Fewer, more, same - Less than, greater than, equal to - Compare numbers - Order objects and numbers - The number line Addition and subtraction within 10 - Introduce parts and wholes - Part-whole model - Write number sentences - Fact families – addition facts - Number bonds within 10 - Systematic number bonds within 10 - Number bonds to 10 - Addition – add together - Addition – add more - Addition problems - Subtraction – find a part - Fact families – the eight facts - Subtraction- take away/cross out. - Subtraction – take away (how many left) - Subtraction on a number line - Add or subtract 1 or 2	Place value within 20 - Count within 20 - Understand 10 - Understand 11,12,13 - Understand 14,15,16 - Understand 17,18,19 - Understand 20 - 1 more and 1 less - The number line to 20 - Use a number line to 20 - Estimate on a number line to 20 - Compare numbers to 20 - Order numbers to 20 Addition and subtraction within 20 - Add on by counting within 20 - add ones using number bonds - Find and make number bonds to 20 - Doubles - Near doubles - Subtract ones using number bonds - Subtraction – counting back - Subtraction – fining the difference - Related facts - Missing number problems Place value within 50 - Count from 20 to 50 - 20,30,40 and 50 - Count by making groups of tens - Groups of tens and ones - Partition into tens and ones	Multiplication and division - Count in 2s - Count in 10s - Count in 5s - Recognise equal groups - Add equal groups - Make arrays - Make doubles - Make equal groups – grouping - Make equal groups – sharing Fractions - Recognise a half of an object or a shape - Find a half od=f an object or a shape - Recognise half of a quantity - Find a half of a quantity - Recognise a quarter of an object or a shape - Find a quarter of an object or a shape - Recognise a quarter of a quantity - Find a quarter of a quantity Position and direction - Describe turns - Describe position – left and right - Describe position – forwards and backwards - Describe position – above and below - Ordinal numbers Place value within 100 - Count from 50 to 100 - Tens to 100 - Partition into tens and ones

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	Shape - Recognise and name 3 D shapes - Sort 3D shapes - Recognise and name 2D shapes - Sort 2D shapes - Patterns with 2D and 3D shapes		- The number line to 50 - Estimate on a number line to 50 - 1 more, 1 less Length and height - Compare lengths and heights - Measure using objects - Measure length in centimetres Mass and volume - Heavier and lighter - Measure mass - Compare mass - Full and empty - Compare volume - Measure capacity - Compare capacity		- The number line to 100 - 1 more, 1 less - Compare numbers with the same number of tens - Compare any two numbers Money - Unitising - Recognise coins - Recognise notes - Count in coins Time - Before and after - Days of the week - Months of the year - Hours, minutes and seconds - Tell the time to the hour - Tell the time to the half hour	
English	Fiction: You Choose - Pippa Goodhart and Nick Sharratt To write sentences about myself Fiction: The High Street - Alice Melvin To create a shopping list of things that they think could be bought. Write the list	Fiction: Oi Frog! - Kes Gray To write your own silly rhyming sentences based on pattern of the text Non-fiction: Dear Santa - Rod Campbell To write a similar story with a repeating pattern	Fiction: Little Red Riding Hood - Ed Bryan To rewrite the story of Little Red Riding Hood changing some key details Fiction: Augustus and His Smile - Catherine Rayner To write a story based on the structure of Augustus and His Smile	Non-fiction: Reptiles - Angela Royston To write a non chronological text including a riddle Poetry: Higglety Pigglety Pop! - collective To write rhyming sentences based on the pattern of the text	Non-fiction: Knights - Annabelle Lynch To write an information book about a role/job Fiction: Naughty bus -Jan Oke To create a book depicting the adventures of a vehicle through a range of objects	Fiction: How to Hide a Lion at School - Helen Stephens To write a story about hiding an animal on a school trip Poetry: Zim Zam Zoom - James Carter To learn and perform some poetry. To write a kenning poem Poetry: The Train Ride - June Crebbin To write own patterned text about a journey

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Science	Animals, including humans - What is this animal? - How are animals different? - Do all animals eat the same thing? - What are our body parts called? - What are senses? - Are all humans the same?	Everyday Materials - What are materials? - How are materials different? - What are objects made from? - How can we sort materials? - Which material would be best for an umbrella? - Which material would be best for curtains?	Plants - What is a plant? - What are the parts of a plant called? - Do plants grow? - Do wild plants grow in our local area? - How can we group plants? - Can we eat plants? - Are trees a type of plant? - What is a leaf?
	- Seasonal changes (6 sessions across the whole year): - What is Autumn? - What is Winter? - What is Spring? - What is Summer? - Rain - Seasonal changes		
Geography	The World and My School - What is my classroom like? - Where is my school on the street? - Where is my town in the country? - What are the seasons like in the United Kingdom? - Where is my country in the world? - How is the weather different around the world?	Our Local Park - Where is our local park, and how do people get there? - How can we collect data about the key features of our local park? - How can we present data about our local park's facilities?	Our School Grounds - Which features in our school grounds encourage plant life? - Where on our school grounds could we encourage plant life? - How can we share the locations in our school where we would encourage plant life?
History	Toys - How can we find out about the past? - What are toys like now? - What was my favourite toy when I was a baby? - What were our guardians' toys like and how do we know? - What were older relatives' toys like and how do we know? - How have toys changed since our older relatives were little?	The Great Fire of London - What was London like in 1666? - What happened on 2nd September 1666? - How did the fire spread, and how do we know? - What was left of London? - How was London rebuilt? - How did the fire impact the future?	Kings, Queens and Castles - How can we find out about the past? - Why did monarchs build castles? - Who were the kings and queens of the past? - Who was Queen Victoria, and where did she live? - Who was the first Queen Elizabeth? - Why do we remember King William I? - Where did kings and queens live through time?
Art	Monochromatic - What is a drawing?	Chromatic – Does abstract art mean anything?	Sculpture- Why do artists sculpt?

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	- How can we make marks with a pencil? - How can we use lines and shapes to draw? - How does Christa Rijneveld use lines to create art? - How can we create our own drawing inspired by Christa Rijneveld? - How can we describe art?		- How can we make colours? - What is abstract art? - Who was Hilma Af Klint? - What different meanings can abstract art have? - How can we talk about abstract art?		- What is sculpture and what is clay? - How can nature inspire sculptors? - How can I be inspired by nature and make a leaf sculpture? - How can I use colour to improve my sculpture? - How can I evaluate my sculpture?	
DT	Transport - Design and make a vehicle to travel around a town - Use tools and materials - Link to maths shapes topic. - Explore how to make moving parts		Buildings and structures - How to build a structure - Exploring ways to make a structure strong and stable		Food and picnics - Explore food from around the world - Design and make a healthy picnic	
Computing (Teach computing)	Computing systems and networks- Technology around us *(DL and IT)* To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly	Creating media – Digital painting *(IT)* To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	Programming A – Moving a robot *(CS)* To explain what a given command will do To act out a given word To combine forwards and backwards commands to make sequences To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	Data and information – Grouping Data *(IT and DL)* To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Creating media – Digital writing *(IT)* To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper	Programming B – Programming animations *(CS)* To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project & use my algorithm to create a program
Online Safety (Be	Unit 01: Think before you share - Activity 1,	Unit 02: Check it's for real - Activity 1,	Unit 03: Protect Your Stuff - Activity 1,	Unit 04: Respect Each Other - Activity 1,	Unit 05: When In Doubt, Discuss - Activity 1	

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Internet Legend)	Be Internet Legend Curriculum					
PHSE	Physical health and wellbeing: Fun times Pupils learn: - about food that is associated with special times, in different cultures - about active playground games from around the world - about sun-safety	Keeping safe and managing risk: Feeling safe Pupils learn: - safety in familiar situations - about personal safety - about people who help keep them safe outside the home	Identity, society and equality: Me and others Pupils learn: - about what makes themselves and others special - about roles and responsibilities at home and school - about being co-operative with others	Drug, alcohol and tobacco education: What do we put into and on to bodies? Pupils learn: - about what can go into bodies and how it can make people feel - about what can go on to bodies and how it can make people feel	Mental health and emotional wellbeing: Feelings Pupils learn: - about different types of feelings - about managing different feelings - about change or loss and how this can feel	Careers, financial capability and economic wellbeing: My money Pupils learn: - about where money comes from and making choices when spending money - about saving money and how to keep it safe - about the different jobs people do
Music	- Continuation of developing a steady beat - Instrument names - Performance skills The children will explore different types of body percussion as well as learning a variety of songs. As a class they will combine different types of body percussion to create their own piece of music. The children will listen to examples of music that include body percussion. The children will perform a Christmas play.		- Rhythm Music representing minibeasts - animals - High/low sounds (introduction to pitch) The children will use animals as the basis for exploring pitch and improvising their own rhythms. They will learn animal themed songs and explore how composers have used animals in larger scale compositions such as Prokofiev and Saint-Saens.		- Steady beat - Performance skills - Tempo The children will learn to play the recorder as an ensemble. They will learn how to hold the instrument, several notes and how to play together with a steady beat. The children will explore tempo through the pieces they learn. Listening examples using the recorder will be from contrasting composers such as Vivaldi and Hindemith with the children using their knowledge of m musical vocabulary to talk about these examples.	

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RE	What does it mean to belong to a faith or belief community?	Who is Jewish and how do they live?	What do Christians believe God is like?	Who is Jewish and how do they live? Part 2.	Who do Christians say made the world?	What makes some places sacred to believers?
PE	Leap into Life	Leap into Life	Leap into Life	Leap into Life	Leap into Life	Leap into Life
PE	Fundamentals Y1 (Get Set PE) To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps.	Gymnastics Y1 (Get Set PE) To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop quality when linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To develop rolls and use them in a sequence. To link gymnastic actions to create a sequence. To develop quality in gymnastics sequences.	Dance Y1 (Get Set PE) Choose from the following themes: *THEME:* ***Weather*** To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. *THEME:* ***Pirates*** To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. *THEME:* ***The Lost Toy*** To explore speeds and actions. To use expression and create actions that relate to the story. To use a pathway when travelling. *THEME:* ***On Safari*** To explore and copy actions in response to a theme. To create my own actions for	Invasion games Y1 (Get Set PE) To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending	Athletics: jump, run, throw Y1 (Get Set PE) To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.	Striking and fielding Y1 (Get Set PE) To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points

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			an animal. To explore pathways with a partner.			

Year 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	Place value - Numbers to 20 - Count objects to 100 by making 10s - Recognise tens and ones - Use a place value chart - Partition numbers to 100 - Write numbers to 100 in words - Flexibly partition numbers to 100 - Write numbers to 100 in expanded form - 10s on the number line to 100 - 10s and 1s on the number line to 100 - Estimate numbers on a number line - Compare objects - Order numbers and objects - Count in 2s, 5s and 10s - Count in 3s Addition and subtraction - Bonds to 10 - Fact families – addition and subtraction bonds within 20 - Related facts - Bonds to 100 (tens) - Add and subtract 1s - Add by making 10 - Add three 1-digit numbers - Add to the next 10 - Add across 10 - Subtract across 10 - Subtract from a 10 Shape - Recognise 2D and 3D shapes - Count sides on 2D shapes - Count vertices on 2D shapes - Draw 2D shapes	Money - Count money – pence - Count money – pounds (coins and notes) - Count money – pounds and pence - Choose notes and coins - Make the same amount - Compare amounts of money - Calculate with money - Make a pound - Find change - Two step problems Multiplication and division - Recognise equal groups - Add equal groups - Introduce the multiplication symbol - Multiplication sentences - Use arrays - Make equal groups – grouping - Make equal groups – sharing - The 2-times table - Divide by 2 - Doubling and halving - Odd and even numbers - The 10 times table - Divide by 10 - The 5 times table - Divide by 5 - The 5- and 10-times tables Length and height - Measure in centimetres - Measure in metres - Compare lengths and heights - Order lengths and heights	Fractions - Introduction to parts and whole - Equal and unequal parts - Recognise a half - Find a half - Recognise a quarter - Find a quarter - Recognise a third - Find a third - #Find the whole - Unit fractions - Non unit fractions - Recognise the equivalence of a half and two quarters - Recognise three quarters - Find three quarters - Count in fractions up to a whole Time - O'clock and half past - Quarter past and quarter to - Tell the time past the hour - Tell the time to the hour - Tell the time to 5 minutes - Minutes in an hour - Hours in a day Statistics - Make tally charts - Tables - Block diagrams - Draw pictograms (1-1) - Interpret pictograms (1-1) - Draw pictograms (2,5 and 10) - Interpret pictograms (2,5 and 10)

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	- Lines of symmetry on shapes - Use lines of symmetry to complete shapes - Sort 2D shapes - Count faces on 3D shapes - Count vertices on 3D shapes - Sort 3D shapes - Make patterns with 2D and 3D shapes		- Four operations with lengths and heights Mass, capacity and temperature - Compare mass - Measure in grams - Measure in kilograms - Four operations with mass - Compare volume and capacity - Measure in millimeters - Measure in litres - Four operations with volume and capacity - Temperature		Position and direction Language of position Describe movement Describe turns Describe movements and turns Shape patterns with turns	
English	Fiction: Boa's Bad Birthday Jeanne Willis and Tony Ross To write own birthday story based on the model Non-fiction: What to do with a Tail Like This - Steve Jenkins To create a page based on an African animal for class book.	Fiction: Hansel and Gretel - Lucy M George To write their own version of a known tale Non-fiction: Snow in the Garden - Shirley Hughes To write a set of instructions to make something for Christmas	Fiction: Man in the Moon (A Day in the Life of Bob) - Simon Bartram To write a story following the pattern of the text Non-fiction: Usborne Look into Space - Rob Lloyd Jones To write an information page with flaps to lift for more information and a question-and-answer flap	Fiction: The Elves and the Shoemaker - Jim LaMarche To write a new version of a well-known tale Non-fiction: Weather - Steffi Cavell-Clarke To write a hybrid text incorporating two short information texts, a set of instructions, and a glossary	Fiction: Jack and the Beanstalk - Richard Walker To write a new version of a well-known tale Non-fiction: Seed to Sunflower - Camilla de la Bédoyère To write a booklet about the life cycle of another plant or animal	Non-fiction: Look inside a pond - Louise Spilsbury To write a book on a minibeast habitat using features of non-fiction text and layout Poetry: Mini beast Poems - John Foster To write a poem to describe animals' movement and appearance
Science	Animals including humans - What do humans need? - What are offspring? - How do animals change as they grow into adults? - Do we all grow the same? - Do we need to exercise? - What is a healthy diet? - Why do we need to have good hygiene? - How can we feel better when we are ill?		Materials - What are materials? - What are things made from? - Which material should the pigs make their house from? - Which material will protect Humpty Dumpty? - How can we change materials?		Plants - Which plants can we eat? - Are all seeds the same? - What do plants need? - Where will they grow? - How do plants grow and change? - Living things and their habitats - Is it living, dead or never been alive? - What is a microhabitat? - How are habitats different around the world? - What conditions do woodlice prefer? - How are living things adapted to their habitat? - What is a food chain?	

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Geography		Investigating Weather and Climate - What is the difference between weather and climate? - How can we read a weather map? - How can we collect weather data? - How can we collect and record weather data? - How can we present weather data? - How can we analyse our weather data and evaluate our fieldwork?	My Local Area and Tromso, Norway - Can I use atlases and globes to discover the continents and oceans of the world? - What is the effect of the equator and the poles on the climate across the world? - What are the countries, capital cities and surrounding seas of the UK? - Can I create a map of my school using key map features? - Can I create a map of my local area using aerial photographs? - (include human and physical features) - Where is Norway? - How do the physical features of Tromso compare to my local area? - How do the human features of Tromso compare to my local area? - How can we present the information we have gathered to answer the question 'What are the similarities and differences between my local area and Tromso Norway?
History	Hospital and Healthcare - How can we find out about the past? - Who was Florence Nightingale, and why was she important? - Who was Edith Cavell, and why was she important? - When did Florence and Edith become significant? - Why did Florence and Edith act the way they did? - How has the past been represented? - How did Florence and Edith change our hospitals?	Famous Explorers - How can we find out about the past? - Why do people explore? - Who are the important explorers from the past? - What are the famous explorations of the past? - Can we compare different explorations? - How have explorations changed over time?	Technology - How can we find out about the past? - How has technology changed how we write? - How has technology changed how we talk? - How has technology changed the way we are entertained? - Who are the important inventors in the history of technology? - How has technology changed our lives over the last 60 years? - How has technology changed our lives over the last 60 years?

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Art	Monochromatic- How can pattern be used in art? - What is pattern? - How can we collage a monochromatic pattern? - How can designers use pattern? - How can pattern be used to celebrate? - How can I evaluate my own artwork?		Sculpture- How have artists been inspired by castles? - How have castles inspired Staffordshire Pottery? - What is a clay relief sculpture? - How can I use colour to enhance my sculpture? - How have other artists been inspired by castles? - How can I evaluate my sculpture?		Chromatic – How can artists use colour? - How can colours work together? - How else can colours work together? - Who was Ted Harrison? - How can Ted Harrison inspire me? - How can I evaluate my artwork?	
DT	Structures and homes - Design and make a gingerbread house using natural materials - Learn ways to join materials – e.g. glue gun - Solve problems when designs need refining		What makes a good biscuit? - Design and make a 'dunkable' biscuit - Research biscuits and gain ideas - Make and bake a biscuit thinking about making it attractive to the consumer - Evaluate their design		Making a book with moving parts - Design and make a book with several different mechanisms - Find ways to make mechanisms and test prototypes. - Create a book which could be read by a younger child - Evaluate their design	
Computing **(Teach computing)**	Computing systems and networks- IT around us (*IT and DL)* To recognize the uses and features of information technology To identify the uses of technology in the school To identify information technology beyond school To explain how to use information technology safely To recognize that choices are made when using information technology	Creating media – Digital Music (*IT)* To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work	Programming A – Robot algorithms (*CS and DL)* To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written	Programming B – Programming quizzes (*CS and IT)* To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved	Data and Information – Pictograms (*IT and DL)* To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer	Creating media – Digital photography (*IT and DL)* To make a digital device take a photograph To make choices when taking a photograph To describe what takes a good photograph To decide how photographs can be improved To use tools to change an image To recognize that photos can be changed

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Online Safety (Be Internet Legend)	Unit 01: Think before you share - Activity 2, Be Internet Legend Curriculum	Unit 02: Check it is for real - Activity 2,	Unit 03: Protect Your Stuff - Activity 2	Unit 04: Respect Each Other - Activity 2	Unit 05: When In Doubt, Discuss - Activity 2	
PHSE	Physical health and wellbeing: What keeps me healthy? Pupils learn: - about eating well - about the importance of physical activity, sleep, and rest - about people who help us to stay healthy and well - about basic health and hygiene routines	Mental health and emotional wellbeing: Friendship Pupils learn: - about the importance of special people in their lives - about making friends and who can help with friendships - about solving problems that might arise with friendships NSPCC Workshop	Sex and relationship education: Boys and girls, families Pupils learn: - to understand and respect the differences and similarities between people - about the biological differences between male and female animals and their role in the life cycle - the biological differences between male and female children - about growing from young to old and that they are growing and changing - that everybody needs to be cared for and ways in which they care for others - about several types of family and how their home-life is special		Keeping safe and managing risk: Indoors and outdoors Pupils learn: - about keeping safe in the home, including fire safety - about keeping safe outside - about road safety	Drug, alcohol, and tobacco education: Medicines and me Pupils learn: - why medicines are taken - where medicines come from - about keeping themselves safe around medicines
Music Music curriculum link	- Steady beat - Continued development of rhythm The children will explore drumming in an African style, learning how to make different sounds striking the djembe in diverse ways. They will listen to examples of music derived from Africa such as the blues, gospel, and calypso. The children will perform a Christmas play		- Pitch - Chant The children will explore pitch developing their chant into different pitches to match the feelings felt by an explorer. They will listen to pieces of music about exploring new worlds such as the Americas and Space through composers such as Dvorak and Holst.		- Pitch - Steady beat - Volume Based on the story 'Going on a Bear Hunt' the children will use the illustrations as a basis to create a class performance of the book	
RE	Who is Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live?	What is the 'good news' Christians believe Jesus brings?	Why does Easter matter to Christians?	What makes some places sacred to believers?

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PE	Fundamentals: Y2 (Get Set PE) To explore how the body moves when running at different speeds. To develop changing direction and dodging. To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. develop combination jumping and skipping in an individual rope. Ball Skills: Y2 (Get Set PE) To develop rolling a ball to hit a target. To develop stopping a rolling ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands.	Invasion games: Y2 (Get Set PE) To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending Yoga: Y2 (Get Set PE) To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow, perform and teach it to a partner. To explore poses and create a yoga flow	Gymnastics: Y2 (Get Set PE) To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus. To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To create a sequence using apparatus. Sending and Receiving: Y2 (Get Set PE) To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.	Dance: Y2 (Get Set PE) Choose from the following themes: THEME: **Secret Garden** To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. THEME: **The Circus** To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. THEME: **The Rainforest** To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. THEME: **Jack Frost** To copy, repeat and create movement patterns in response to the theme. To remember and repeat actions and dance as a group.	Athletics: Y3 (Get Set PE) To develop the sprinting action. To develop jumping for distance. To develop jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel Fitness: Y2 (Get Set PE) To learn how to run for a long time. To develop jumping in a long rope using timing. To develop co-ordination in individual skipping. To develop stamina and change of direction. To explore exercises to develop strength. To develop agility, balance and co-ordination	Striking and fielding: Y2 (Get Set PE) To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly. Team Building: Y2 (Get Set PE) To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map

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Year 3	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	Place value - Represent numbers to 100 - Partition numbers to 100 - Number line to 100 - Hundreds - Represent numbers to 1000 - Partition numbers to 1000 - Flexible partitioning of numbers to 1000 - Hundreds, tens and ones - Find 1, 10 or 100 more or less - Number line to 1000 - Estimate on a number line to 1000 - Compare numbers to 1000 - Order numbers to 1000 - Count in 50s Addition and subtraction - Apply number bonds within 10 - Add and subtract 1s - Add and subtract 10s - Add and subtract 100s - Spot the pattern - Add 1s across a 10 - Add 10s across a 100 - Subtract 1s across a 10 - Subtract 10s across a 100 - Make connections - Add two numbers (no exchange) - Subtract two numbers (no exchange) - Add two numbers across a 10 - Add two numbers across a 100 - Subtract two numbers across a 10 - Subtract two numbers across a 100 - Add 2-digit and 3-digit numbers - Subtract a 2-digit number from a 3-digit number - Complements to 100	Multiplication and division part B - Multiples of 10 - Related calculations - Reasoning about multiplication - Multiply a 2-digit number by a 1-digit number - no exchange - Multiply a 2-digit number by a 1-digit number - with exchange - Link multiplication and division - Divide a 2-digit number by a 1- digit number - no exchange - Divide a 2-digit number by a 1- digit number - flexible partitioning - Divide a 2-digit number by a 1- digit number - with remainders - Scaling - How many ways? Length and perimeter - Measure in metres and centimetres - Measure in milimetres - Measure in centimetres and milimetres - Metres, centimetres and milimetres - Equivalent Lenths (metres and centimetres) - Equivalent lengths (centimetres and millimetres) - Compare lengths - Add lengths - Subtract lengths - What is perimeter - Measure perimeter - Calculate perimeter Fractions part A - Understand the denominators of unit fractions - Compare and order fractions - Understand the numerators of non-unit fractions - Understand the whole - Compare and order non-unit fractions	Fractions part B - Add fractions - Subtract fractions - Partition the whole - Unit fractions of a set of objects - Non-unit fractions of a set of objects - Reasoning with fractions of amounts Money - Pounds and pence - Convert pounds and pence - Add money - Subtract money - Find change Time - Roman numerals to 12 - Tell the time to 5 minutes - Tell the time to the minute - Read the time on a digital clock - Use a.m. and p.m. - Years, months and days - Days and hours - Hours and minutes - use start and end times - Hours and minutes - use durations - Minutes and seconds - Units of time - Solve problems with time Shape - Turns and angles - Right angles - Compare angles - Measure and draw accurately - Horizontal and vertical - Parallel and perpendicular - Recognise and describe 2D shapes - Draw polygons

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	- Estimate answers - Inverse operations - Make decisions Multiplication and division part A - Multiplication – equal groups - Use arrays - Multiples of 2 - Multiples of 5 and 10 - Sharing and grouping - Multiply by 3 - Divide by 3 - The 3-times table - Multiply by 4 - Divide by 4 - The 4 times tables - Multiply by 8 - Divide by 8 - The 8 times table - The 2,4- and 8-times tables		- Fractions and scales - Fractions on a number line - Count in fractions on a number line - Equivalent fractions on a number line - Equivalent fractions as bar models Mass and capacity - Use scales - Measure mass in grams - Measure mass in kilograms and grams - Equivalent masses (kilograms and grams) - Compare mass - Add and subtract mass - Measure capacity and volume in millilitres - Measure capacity and volume in litres and millilitres - Equivalent capacities and volumes (litres and millilitres) - Compare capacity and volume - Add and subtract capacity and volume		- Recognise and describe 3D shapes - Make 3D shapes Statistics - Interpret pictograms - Draw pictograms - Interpret bar charts - Draw bar charts - Collect and represent data - Two-way tables	
English	Non-Fiction: Pre-historic creatures To write a non-chronological report on prehistoric creatures Fiction: Ratpunzel - Charlotte Guillain Expand a story, adding detail through noun phrases, adverbials and sentence construction	Poetry: The Magic Box - Kit Wright To write their own version of The Magic Box Fiction: Mog's Christmas Calamity - Sainsbury's Christmas advert To write the story of the Christmas Calamity	Fiction: Leon and the Place Between - Angela McAllister To write a version of Leon's story from the point the portal is reached	Non-fiction: Fantastically Great Women Who Changed the World - Kate Pankhurst To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements Fiction: I Don't Believe It, Archie! - Andrew Norriss Write a funny story about a series of events that ends up with Archie not doing the thing he set out to do	Fiction: Oliver and the Seawigs - Philip Reeve To write the story from a different point of view Non-fiction: The Bee Book - Charlotte Milner To write a non-chronological report about bees	Non-fiction: A Walk in London - Salvatore Rubbino To write an information leaflet about the UK Poetry: What Shape is a Poem? - Paul Cookson To write and perform their own poetry
Science	Animals including humans - Biology	Rocks and soils - Chemistry - What are rocks?	Forces and Magnets - Physics - What is a force?		Plants - Biology	Light - Physics - What is a light source?

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	- How does our skeleton help us? - Do our bones affect what we can do? - What do our muscles do? - Do all animals have the same skeleton? - What types of nutrition do we need?	- Are all rocks the same? - How are rocks formed? - Which rocks make up the Earth? - What is soil? - How are fossils formed?	- Do objects move the same on different surfaces? - How do magnetic forces work? - Which materials are magnetic? - Do magnets attract each other? - Are all magnets the same strength?	- What do plants need? - Do the different parts of the plant have a function? - What are roots? - How do plants transport water? - How do plants reproduce? - How are seeds dispersed?	- What is reflected light? - Is the Sun dangerous? - What is a shadow? - Does moving the light source above the object make the object's shadow longer? - How do mirrors work?
Geography	The United Kingdom - What are the countries of the UK and the regions of England? - What are the settlements of the UK and the counties England? - What are the human features of the UK? - What are the physical features of the UK? - How can I use compasses, keys, and symbols to read a map? - How can I use 4-figured grid references to read a map? - What are the key topographical features found in the UK? - How have land use patterns changed over time in the UK? - What are my regions key human and physical features? - Can I create a sketch map of my local area		Land Use, Economic Activity and Travel - What are the types of land use? - What are the important features of a settlement and why do settlers choose specific places? - How can I record the facilities that are available in my local area? - How can I present and analyse information about local facilities?	Bee Conservation - What can we learn about bees? - What are the key issues affecting bees? - How can our school environment help bees? - How can we plan and carry out effective ways to conserve bees? - How can I record and evaluate the effectiveness of the conservation in my school?	
History	Stone Age to Iron Age - What was life like in the Paleolithic and Mesolithic? - What changed from the Paleolithic to the Mesolithic? - What did people eat in the Paleolithic and Mesolithic? - How did the search for food change the Neolithic? - What tools were used in the Neolithic? - Who were the beaker people? - How did tools change after the Neolithic? - How did the Bronze age move into the Iron age? - What are round houses? - What is a hill fort? - What was life like in different regions of England during the Stone age?			Ancient Egypt - What is the chronology of Ancient Egypt? - What was life like in early Egypt? - Did the Ancient Egyptians write anything down? - Who were the Egyptian gods? - What did the Ancient Egyptians believe about the afterlife? - How were the pyramids built? - What were the consequences of invasion on the Old Kingdom of Ancient Egypt? - What were the successes of the New Kingdom? - Who was Ramses II? - How did the Egyptian Empire end?	

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Art	Monochromatic – how do artists draw faces? - How can we draw texture? - How can artists draw eyes? - How can artists draw noses? - How can artists draw mouths? - How can I evaluate my artwork while learning from others?		Chromatic – what is illustration? - How are watercolour paints different to acrylic paints? - What does an illustrator do? - How can illustrations help people? - How can we talk about illustrations?		Sculpture- How can where you live influence you as an artist? - How have Mexican artists been influenced by where they live? - How can Mexico inspire us? - How can I develop my mastery of clay sculpture? - How can I best use colour to enhance my sculpture? - How have other artists been influenced by where they live?	
DT	Stone Age cooking - Design and make a recipe for a jacket potato imagining they are alive in Stone Age times. - Consider healthy diets - Make a simple savoury topping - Evaluate their recipe		Design and make a magnetic game - Use knowledge from science to create a magnetic game. - Test out ideas and make a design - Use materials to create a game that can be played by other children. - Evaluate and improve their games.		Make a mini beast hotel - Use natural materials to make a home for the bees in the school environment. - Use their knowledge from geography to create a suitable habitat for the bees. - Design and make using a range of natural and man-made materials - Test if the bees and insects are suing it - Evaluate their project	
Computing	Computing systems and networks – Connecting computers (*CS and IT)* To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network	Creating media – Stop-frame animation *(DL and IT)* To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation	Programming A – sequencing sounds *(CS and IT)* To explore a new programming environment To identify commands, have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description	Data and information – Branching databases (*DL and IT)* To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool	Creating media – Desktop publishing *(IT and DL)* To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	Programming B – Events and actions in programs *(CS and IT)* To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge

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		To evaluate the impact of adding other media to an animation				
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 3, Be Internet Legend Curriculum	Unit 02: Check it's for real - Activity 3,	Unit 03: Protect Your Stuff - Activity 3,	Unit 04: Respect Each Other - Activity 3,	Unit 05: When In Doubt, Discuss - Activity 3,	Digital Well-being: Lesson 1
PHSE	Drug, alcohol, and tobacco education: Tobacco is a drug. Pupils learn: - the definition of a drug and that drugs (including medicines) can be harmful to people - about the effects and risks of smoking tobacco and second-hand smoke - about the help available for people to remain smoke free or stop smoking	Keeping safe and managing risk: Bullying – see it, say it, stop it Pupils learn: - to recognise bullying and how it can make people feel - about different types of bullying and how to respond to incidents of bullying - about what to do if they witness bullying	Mental health and emotional wellbeing: Strengths and challenges Pupils learn: - - about celebrating achievements and setting personal goals - about dealing with put-downs - about positive ways to deal with setbacks	Identity, society, and equality: Celebrating difference Pupils learn: - Pupils learn about valuing the similarities and differences between themselves and others - Pupils learn about what is meant by community - Pupils learn about belonging to groups	Careers, financial capability, and economic wellbeing: Saving, spending, and budgeting Pupils learn: - about what influences people's choices about spending and saving money - how people can keep track of their money - about the world of work	Physical health and wellbeing: What helps me choose? Pupils learn: - about making healthy choices about food and drinks - about how branding can affect what foods people choose to buy - about keeping active and s - some of the challenges of this
Music Music curriculum link	- Graphic score - Pitch - Steady beat/rhythm They will explore the different instruments of the orchestra by listening to a variety of compositions containing the instruments, solo and ensemble – leading into using electronic sounds to make music. The children will compose their own Rainforest 'soundscape' compositions using Beep Box. Beep Box Link Using		- Solo - Graphic score The children will explore the Baroque period of music, listening to examples from famous composers from this period such as Bach, Handel, and Vivaldi. They will use known musical vocabulary to describe the features they hear. The children will compose a simple melodic idea which is repetitive, like a Baroque style melody.		- Graphic score - Performing in a group - Pitch - Steady beat/rhythm - Melody The children will learn a variety of sea shanties and explore using instruments to represent sea sounds.	

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	electronic sounds to represent the rainforest instead of actual recordings for their soundscape.		The children will learn a variety of sea shanties and explore using instruments to represent sea sounds.			
RE	What do Christians learn from the Creation story?	How do festivals and family life show what matters to Jewish people?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
PE	Net games –Tennis A4A Keep up a continuous game, using a range of throwing and catching skills and techniques Use a small range of basic racket skills Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent Choose and use a range of simple tactics for defending their own court Adapt and refine rules Make up their own net games Understand the point of the game Keep rules effectively and fairly Recognise how net games make the body work Fundamentals: Y3 (Get Set PE) To develop balance and apply it to other	Dance A4A Improvise freely, translating ideas from a stimulus into movement Create dance phrases that communicate ideas Share and create dance phrases with a partner and in small groups- repeat remember and perform these phrases in a dance Use dynamic, rhythmic, and expressive qualities clearly and with control Understand the importance of warming up and cooling down Recognise and talk about the movements used and the expressive qualities of dance Suggest improvements to own and other's dances Ball skills Y3 (Get Set PE) To develop dribbling skills with hands and feet To develop tracking and throwing skills	Gymnastics – A4A Use a greater number of their own ideas for movements in response to a task Choose and plan sequences of contrasting actions Adapt sequences to suit different types of apparatus and their partner's ability Explain strength and suppleness affect performance Identify some muscle groups used in gymnastic activity Suggest warm up activities Compare and contrast gymnastic sequences Comment on similarities and differences With help, recognise how performances could be improved Fitness – Y3 (Get Set PE) To understand how balance helps us in everyday life. To understand how coordination helps us in everyday life.	Dodgeball – A4A Throw and catch with control to keep possession and score goals Be aware of space and use it to support team-mates and cause problems for the opposition Know and use rules fairly to keep games going Keep possession with some success when using equipment that is not used for throwing and catching skills Explain why it is important to warm up and cool down Say when a player has moved to help others Apply this knowledge to their own games Netball Y3 (Get Set PE) To develop passing and moving within the footwork rule To use a variety of passes to move towards a goal	Athletics –A4A Run at fast medium slow speeds Change speed and direction Link running and jumping with some fluency, control, and consistency Make up and repeat a short sequence of linked jumps Take part in relay activities, remembering when to run and what to do Throw a variety of objects changing their action for accuracy and distance. Recognise when heart rate temperature and breathing rate has	Cricket A4A Use a range of skills - throwing, striking, intercepting and stopping a ball, with some control and accuracy Choose and vary skills and tactics to suit the situation in a game Carry out tactics successfully Set up small games Know rules and use them fairly to keep games going Explain what they need to do to get ready to play games Carry out warmups with care and an awareness of what is happening to their bodies Describe what they and others do that is successful Rounders Y3 (Get Set PE) To learn how to score points in a striking and fielding game To develop batting to score points To develop fielding skills to limit the batter's score To understand the role of a bowlder in the fielding team

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	fundamental movement skills. To understand how the body moves differently at different speeds. To develop technique when changing speed. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To apply fundamental skills to a variety of games.	To develop tracking and catching skills To track a ball that is not sent directly to me To apply sending and receiving skills in games	To understand how strength helps us in everyday life. To understand how speed helps us in everyday life. To understand how agility helps us in everyday life. To understand how stamina helps us in everyday life.	To develop movement skills to lose a defender To defend an opponent and try to win the ball The develop the shooting action To apply skills and knowledge to play games using netball rules	change. Yoga Y3 (Get Set PE) To explore poses that challenge my balance To create a flow using poses that challenge my balance To explore poses that challenge my flexibility To explore poses that challenge my strength To create a flow using poses that challenge my strength	To develop and understanding of tactics and begin to use them in game situations To apply skills and knowledge to play games using rounders rules
French	Beginning French and learning about France - Learn about France, French people, French customs, French culture, and French speaking countries in the world. - Use simple greetings - Greet people at the right time of the day - Ask how people are feeling - Say how I am feeling - Ask someone's name	Counting, age, Christmas in France - Count from 0-20 in French - Ask someone's age - Say my age - Christmas-related vocabulary	The alphabet and colours - Learn the French pronunciation and sounds of the alphabet - Spell my name - Spell words - Name the French colours - Say my favourite colour - Say which colours I like/do not like	Numbers and birthday- - Understand and use numbers 0-50 both in and out of sequence - Count to 50 - Name months of the year - Use numbers up to 31 - Say my birthday - Ask someone's birthday	Date and days - Say today's date - Name days of the week - Say the year - Use numbers up to 31 - Ask someone the date - Use the days in a sentence - Name some food items	The very hungry caterpillar, family. - List vocabulary related to the story of the very hungry caterpillar - Tell the story of the very hungry caterpillar - Name members of my family - Say if I have brothers and sisters - Ask someone if they have brothers and sisters

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	- Say my name - Count from 0-10					
Year 4	**AUTUMN TERM**		**SPRING TERM**		**SUMMER TERM**	
Maths	Place value - Represent numbers to 1000 - Partition numbers to 1000 - Number line to 1000 - Thousands - Represent numbers to 10000 - Partition numbers to 10000 - Flexible partitioning of numbers to 10000 - Find 1,10,100,1000 more or less - Number line to 10000 - Estimate on a number line to 10000 - Compare numbers to 10000 - Order numbers to 10000roman numerals - Round to the nearest 10 - Round to the nearest 100 - Round to the nearest 1000 - Round to the nearest 10, 100 or 1000 Addition and subtraction - Add and subtract 1s, 10s, 100s and 1000s - Add up to two 4-digit numbers – no exchange - Add two 4- digit numbers – one exchange - Add two 4-digit numbers – more than one exchange - Subtract up to two 4-digit numbers – no exchange - Subtract up to two 4-digit numbers – one exchange - Subtract up to two 4-digit numbers – more than one exchange - Efficient subtraction - Estimate answers - Checking strategies Area - What is area? - Count squares - Make shapes - Compare areas		Multiplication and division part B - Factor pairs - Use factor pairs - Multiply by 10 - Multiply by 100 - Divide by 10 - Divide by 100 - Related facts – multiplication and division - Informal written methods for multiplication - Multiply a 2-digit number by a 1-digit number - Multiply a 3-digit number by a 1-digit number - Divide a 2-digit number by a 1-digit number - Divide a 3-digit number by a 1-digit number - Correspondence problems - Efficient multiplication Length and perimeter - Measure in kilometres and metres - Equivalent lengths (kilometres and metres) - Perimeter on a grid - Perimeter of a rectangle - Perimeter of rectilinear shapes - Find missing lengths in rectilinear shapes - Calculate the perimeter of rectilinear shapes - Perimeter of regular polygons - Perimeter of polygons Fractions - Understand the whole - Count beyond 1 - Partition a mixed number - Number lines with mixed numbers - Compare and order mixed numbers - Understand improper fractions - Convert mixed numbers to improper fractions - Convert improper fractions to mixed numbers		Decimals part B - Make a whole with tenths - Make a whole with hundredths - Partition decimals - Flexibly partition decimals - Compare decimals - Order decimals - Round to the nearest whole number - Halves and quarters as decimals Money - Write money using decimals - Convert between pounds and pence - Compare amounts of money - Estimate with money - Calculate with money - Solve problems with money Time - Years, months, weeks and days - Hours, minutes and seconds - Convert between analogue and digital times - Convert to the 24-hour clock - Convert from the 24-hour clock Shape - Understand angles as turns - Identify angles - Compare and order angles - Triangles - Quadrilaterals - Polygons - Lines of symmetry - Complete a symmetric figure Statistics - Interpret charts - Comparison, sum and difference	

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	Multiplication and division part A - Multiples of 3 - Multiply and divide by 6 - 6-times table and division facts - Multiply and divide by 9 - 9-times table and division facts - The 3-, 6- and 9-times tables - Multiply and divide by 7 - 7 times tables and division facts 11 times table and division facts - 12 times tables and division facts - Multiply by 1 and 0 - Divide a number by 1 and itself - Multiply 3 numbers		- Equivalent fractions on a number line - Equivalent fraction families - Add two or more fractions - Add fractions and mixed numbers - Subtract two fractions - Subtract from whole amounts - Subtract from mixed numbers Decimals part A - Tenths as fractions - Tenths as decimals - Tenths on a place value chart - Tenths on a number line - Divide a 1-digit number by 10 - Divide a 2-digit number by 10 - Hundredths as fractions - Hundredths as decimals - Hundredths on a place value chart - Divide a 1- or 2- digit number by 100		- Interpret line graphs - Draw line graphs Position and direction - Describe position using coordinates - Plot coordinates - Draw 2D shapes on a grid - Translate on a grid - Describe translation on a grid	
English	Fiction: The Pea and the Princess - Mini Grey To write a new twisted fairytale and playscript Non-fiction: Newspaper Reports - The Roman Record (Paul Dowswell) - Escape from Pompeii (Christina Balit) To write a newspaper recount of the last day of Pompeii	Fiction: The Snowman - Michael Morpurgo To write a section of the film to include in the book Poetry: List poems and Kennings - The Works - Paul Cookson To create an original list poem and kenning	Fiction: Flotsam - David Wiesner To write part of the story of Flotsam, including a detailed description of one of the settings Non-Fiction: How to Invent Lynn Huggins-Cooper To write an invention portfolio and timeline	Non-Fiction: Persuasive Letter - RSPB- Letter To write a letter persuading others to consider cycling to school Poetry: A River - Marc Martin To write about a journey through different Landscapes	Fiction: Monster Slayer - Brian Patten To write a further 'episode' about a monster slayer's victory over an evil creature Non-Fiction: Anthology of Intriguing Animals - Ben Hoare To write an information text about an unusual animal organised in a specific way	Fiction: Selkie - Gillian McClure To write an original sea myth Poetry: Carry Me Away - Matt Goodfellow To write a poem about a chosen animal organised in a specific way
Science	Living things and their habitats - Biology - What are the seven life processes?	States of Matter - Chemistry - What are solids, liquids and gases?	Animals including Humans - Biology - What is the digestive system?	Electricity - Physics - Which appliances use electricity? - How can I make a simple circuit?	Sound - Physics - How are sounds made? - What is a sound vibration? - What is inside your ear?	

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	- How can we sort and group animals? - What are vertebrate animals? - Which living things can be found in the local area? - What is a classification key? - How is our environment changing?	- Do all liquids behave the same? - What is a thermometer used for? - How do materials change state? - What is the water cycle? - Do all liquids evaporate? - Does temperature affect the rate of evaporation?	- Why are teeth different shapes? - What drink causes the most tooth decay? - How can I construct a food chain?	- Why don't some circuits work? - How can we test if a material is a conductor or an insulator? - How do switches affect a circuit?	- Does the size of the pinna affect the volume of the sound? - What is pitch? - What is volume? - Which material is best at muffling sound?
Geography	Italy - How is the world represented on maps and globes? - What are the key features of the UK and my region (recap)? - What are Europe's human and physical features including countries and capital cities? - What are the key geographical features of Italy? - What is plate tectonics? - What are earthquakes and how do they occur? - What are volcanoes and how do they occur? - What are the key physical features of Campania, Italy and how do they compare with my region - What are the key settlements in Campania, Italy and how do they compare with my region? - How is the land used in Campania, Italy and what are the economic activities and how do they compare to my region? - What are the similarities between my region and the region of Campania, Italy?		Locality Unit - Where is my locality? - How is the land used in my locality? - What are the geographical features of my locality? - Can I draw a sketch map of my locality?		Investigating Weather and Climate - What is the difference between weather and climate? - How can we collect weather data? - How can we collect and record weather data? - How can we present weather data? - How can we analyse our weather data and evaluate our fieldwork?
History			Ancient Greece - What can excavations tell us about early Greece? - What was life like in early Greece? - How did the Minoans trade in early Greece?		Romans - What do we know about early Rome and how do we know this? - Who was in charge of the Roman Empire?

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		- What was life like in Athens and Sparta? - How did the city-states overcome the Persian invasion? - What was life like in the city-states after the Persians retreated? - How did King Philip ll grow the Macedon Empire? - Who was Alexander the Great and what made him a significant leader? - What were the greatest achievements of Ancient Greece?	- How powerful was the Roman army? - What events led up to Emperor Claudius invading Britain? - How did the Roman settlements compare to the Celtic villages? - Who was Boudicca and why did she take revenge on the Romans? - How did the Romans protect their land and how do we know this? - What happened in the final years of the Roman Empire? - What was life like in the different regions of England during the Roman era?
Art	*Monochromatic* How do artists draw perspective? - What is the difference between shape and form in drawing? - How can we use linear perspective in drawing? - How can we use atmospheric perspective in drawing? - How can I be inspired by how Patrick Hughes uses perspective? - How can we evaluate our artwork?	*Chromatic* Whys do artists keep sketchbooks? - How do artists use sketchbooks? - If art isn't to hang on a wall, what else can it be for? - What is mixed media? - How can I use my sketchbook to help my process - How can we evaluate our artwork?	Sculpture What can pottery tell us about the past? - How has pottery taught us about the Ancient Egyptian time? - How can we best make a coil pot? - How can I develop my mastery of clay sculpture? - How can I best use colour to enhance my sculpture? - What can we learn from pottery?
DT	Using textiles to make a Christmas decoration - Design and make a textile Christmas tree decoration using felt and a range of decorative stitches and adornments. - Evaluate their finished product.	Design and make a game with an electrical circuit - Use knowledge of electrical circuits to make a game with a blub - Design and make a game using electrical components. - Play and test out games and evaluate what went well and what could be improved.	How can we make bread? - Research about bread production - Taste and evaluate different types of bread - Design and make a small loaf of bread with chosen toppings and flavourings - Taste and evaluate their own bread

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Computing	Computing systems and networks – The Internet *(CS, DL and IT)* To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	Creating media – Audio production *(DL and IT)* To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio	Programming A- Repetition in shapes *(CS and IT)* To evaluate the effective use of audio To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome	Data and information – Data logging *(CS and IT)* To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions	Creating media – Photo editing *(DL and IT)* To explain that the composition of digital images can be changed To explain that colours can be changed in digital images To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image	Programming B – Repetition in games *(CS and IT)* To develop the use of count-controlled loops in a different programming To explain that in programming there are infinite loops and count controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
Online Safety (Be Internet Legend)	Unit 01: Think before you share - Activity 4, Be Internet Legend Curriculum	Unit 02: Check it's for real - Activity 4,	Unit 03: Protect Your Stuff - Activity 4,	Unit 04: Respect Each Other - Activity 4,	Unit 05: When In Doubt, Discuss - Activity 4,	Digital Well-being: Lesson 2
PHSE	Identity, society and equality: Democracy Pupils learn: - about Britain as a democratic society - about how laws are made	Drug, alcohol and tobacco education: Making choices Pupils learn: - that there are drugs (other than medicines) that are common in everyday	Physical health and wellbeing: What is important to me? Pupils learn: - why people may eat or avoid certain foods (religious, moral, cultural or health reasons) about other factors that	Keeping safe and managing risk: Playing safe Pupils learn: - how to be safe in their computer gaming habits - about keeping safe near roads, rail, water,	Identity, society and equality: Diverse Britain Pupils learn: - about the diverse nature of modern Britain	Careers, financial capability and economic wellbeing: Borrowing and earning money Pupils learn: - that money can be borrowed but there are risks associated with this

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	- learn about the local council	life, and why people choose to use them - about the effects and risks of drinking alcohol - about different patterns of behaviour that are related to drug use	contribute to people's food choices (such as ethical farming, fair trade and seasonality) - about the importance of getting enough sleep	building sites and around fireworks - about what to do in an emergency and basic emergency first aid procedure	- that everyone should be treated with resect	- about enterprise - what influences people's decisions about careers
Music	Music curriculum link - Orchestra/ orchestral instruments - Solo/Ensemble - Baroque period The children will revisit different orchestral instruments and explore different ways they can be played and how sound is produced by them. They will learn about the Classical period of music and some key features. They will find out how rhythms are divided into various note forms and how they fit within a 4/4 beat. They will use this to create a rhythmic theme		- Melody - Rhythm - Baroque period - Theme The children will explore pentatonic scales and compose a melodic phrase to create an AB (binary) form, first made popular in the Baroque period and subsequently used in the Classical period and later.		- Melody - Rhythm - Beat - Beethoven The children will explore disabilities in music and discover performers and musicians who have had successful careers with these. They will discuss how this has an impact on their life as a performer or musician. The children will explore improvisation through jazz music. They will improvise their own four beat section over a jazz chord sequence.	
RE	What do Hindus believe God is like?	What is the 'Trinity' and why is it important to Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	How do people from religious and non-religious communities celebrate key festivals?	How and why do people mark the significant events of life?
PE	Short Tennis (A4A) Keep up a continuous game, using a range of throwing and catching skills and techniques Use a small range of basic racket skills	Dance Respond imaginatively to a range of stimuli related to character and narrative Use simple motifs and movement patterns to structure dance phrases on	Gymnastics (A4A) Perform actions, balances, body shapes and agilities with control Plan, perform and repeat longer sequences that include changes of speed and level,	Handball (A4A) To develop passing and moving and play within the rules of the game. To develop movement skills to lose a defender and find space.	Athletics (A4A) Understand and demonstrate the difference between sprinting and running for sustained periods	Cricket (A4A) Use a range of skills - throwing, striking, intercepting and stopping a ball, with some control and accuracy

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	Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent Choose and use a range of simple tactics for defending their own court Adapt and refine rules Make up their own net games Understand the point of the game Keep rules effectively and fairly Recognise how net games make the body work Talk about what they do well and recognise the things they could do better Fundamentals Y4 (Get Set PE) To develop balancing and understand the importance of this skill To develop technique when running at different speeds To develop agility using a change of speed and direction To develop technique and control when jumping, hopping and landing To develop skipping with a rope To apply fundamental skills to a variety of challenges.	their own, with a partner or in groups Refine, repeat and remember dance phrases and dances Perform dances clearly and fluently Show sensitivity to the dance idea and the accompaniment Show a clear understanding of how to war up and cool down safely Describe, interpret and evaluate dance using appropriate language Ball Skills: Y4 (Get Set PE) To develop tracking and collecting skills. To develop confidence and accuracy when tracking a ball. To develop dribbling skills with hands and feet To develop catching skills using one and two hands To explore a variety of throwing techniques To use tracking and sending skills with feet	clear shapes and quality of movement Adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved Lead a partner through short warm-up routines Recognise criteria that lead to improvement, e.g. changing a level Watch, describe and suggest possible improvements to others' performances Suggest improvements to their own performance Fitness: Y4 (Get Set PE) To recognise different areas of fitness and explore wheat your body can do To develop strength and speed To develop coordination To develop agility To develop balance To develop stamina	To use space effectively to create shooting opportunities. To use defensive skills to intercept a pass and gain possession To develop defending skills to delay an opponent and gain possession. To apply skills and knowledge to compete in a tournament. Hockey: Y3/4 (Get Set PE) To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space.	Know and demonstrate a range of throwing techniques Throw with some accuracy and power into a target zone Perform a range of jumps showing consistent technique and sometimes using a short run up Play different roles in small groups Relate different styles of activity to different heart rates and body temperatures, us these activities when warming up Compare and contrast performance using appropriate language Yoga Y4 (Get Set PE) To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To develop flexibility and strength in a positive summer flow. To develop flexibility and wellbeing in an individual yoga flow. To develop	Choose and vary skills and tactics to suit the situation in a game Carry out tactics successfully Set up small games Know rules and use them fairly to keep games going Explain what they need to do to get ready to play games Carry out warm ups with care and an awareness of what is happening to their bodies Describe what they and others do that is successful Suggest what needs practising Rounders: Y4 (Get Set PE) To develop throwing and catching with accuracy and apply these to striking and fielding game To develop bowling and learn the rules of the skill within this game To develop batting techniques and understand where to hit the ball To develop fielding techniques and apply them to game situations To play different roles in a game and begin to think tactically about each role

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					strength and balance through arm balance.	
French	Revise previous learning Family and pets - Key concepts seen in Y3 - Name family members - Say if I have brothers and sisters - Ask someone if they have brothers and sisters - Name pets in French - Say if I have pets - Ask someone if they have pets	Where I live - Describe where I live (in a house/flat/in the city/in the countryside/at the seaside/in the mountains) - Name the rooms in the house - Say where people/animals are in the house - List some Christmas-related vocabulary	In the classroom - Name things and items in the classroom - Describe what is in the classroom/pencil case and how many items - Ask for items in French	School subjects - Name the different school subjects - Say what I like/love/don't like/hate - Say what my favourite school subject is - Name food items - Say what I eat at school - Say what I like/don't like eating at school	Sports and hobbies - Name sports - Name hobbies - Say what I like, love, don't like and hate - Ask someone about their hobbies - Ask someone about their favourite sport	The weather - Name the different weather conditions - Name the seasons - Locate the main cities in France - Say the weather forecast - Say the temperature - Review everything seen this year

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Year 5	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	Place value - Roman numerals to 1000 - Numbers to 10000 - Numbers to 100,000 - Numbers to 1,000,000 - Read and write numbers to 1,000,000 - Powers of 10 - 10/100/1000/10000/100,000 more or less - Partition numbers to 1,000,000 - Number line to 1,000,000 - Compare and order numbers to 100,000 - Compare and order numbers to 1,000,000 - Round to the nearest 10,100 or 1000 - Round within 100,000 - Round within 1,000,000 Addition and subtraction - Mental strategies - Add whole numbers with more than 4-digits - Subtract whole numbers with more than 4-digits - Round to check answers - Inverse operations (addition and subtraction) - Multi-step addition and subtraction problems - Compare calculations - Find missing numbers Multiplication and division part A - Multiples - Factors - Common factors - Prime numbers - Square numbers - Cube numbers - Multiply by 10,100 and 1000 - Divide by 10, 100 and 1000 - Multiples of 10, 100 and 1000 Fractions part A - Find fractions equivalent to a unit fraction - Find fractions equivalent to a non-unit fraction	Multiplication and division part B - Multiply up to a 4-digit number by a 1-digit number - Multiply a 2-digit number by a 2-digit number (area model) - Multiply a 2-digit number by a 2-digit number - Multiply a 2-digit number by a 3-digit number - Multiply a 4-digit number by a 3-digit number - Solve problems with multiplication - Short division - Divide a 4-digit number by a 1-digit number - Divide with remainders - Efficient division - Solve problems with multiplication and division Fractions part B - Multiply a unit fraction by an integer - Multiply a non-unit fraction by an integer - Multiply a mixed number by an integer - Calculate a fraction of a quantity - Fraction of an amount - Find the whole - Use fractions as operators Decimals and percentages - Decimals up to 2 decimal places - Equivalent fractions and decimal (tenths) - Equivalent fractions and decimals (hundredths) - Equivalent fractions and decimals - Thousandths as fractions - Thousandths on a place value chart - Order and compare decimals (same number of decimal places) - Order and compare any decimals with up to three decimal places - Round to the nearest whole number - Round to 1 decimal place - Understand percentages - Percentages as fractions - Percentages as decimals	Shape - Understand and use degrees - Classify angles - Estimate angles - Measure angles up to 180 degrees - Draw lines and angles accurately - Calculate angles around a point - Calculate angles on a straight line - Lengths and angles in shapes - Regular and irregular polygons - 3D shapes Position and direction - Read and plot coordinates - Problem solving with coordinates - Translation - Translation with coordinates - Lines of symmetry - Reflection in horizontal and vertical lines Decimals - Complements to 1 - Add and subtract decimals across 1 - Add decimals with the same number of decimal places - Subtract decimals with the same number of decimal places - Add decimals with different numbers of decimal places - Subtract decimals with different numbers of decimals places - Efficient strategies for adding and subtracting decimals - Decimal sequences - Multiply by 10, 100, 1000 - Divide by 10, 100, 1000 - Multiply and divide decimals – missing values Negative numbers - Understand negative numbers - Count through zeros in 1s - Count through zero in multiples - Compare and order negative numbers - Find the difference

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	- Concert improper fractions to mixed numbers - Compare fractions less than 1 - Order fractions less than 1 - Compare and order fractions greater than 1 - Add and subtract fractions with the same denominator - Add fractions within 1 - Add to a mixed number - Add two mixed numbers - Subtract fractions - Subtract from a mixed number - Subtract from a mixed number - breaking the whole - Subtract two mixed numbers	- Equivalent fractions, decimals and percentages Perimeter and area - Perimeter of rectangles - Perimeter of rectilinear shapes - Perimeter of polygons - Area of rectangles - Area of compound shapes - Estimate area Statistics - Draw line graphs - Read and interpret line graphs - Read and interpret tables - Two-way tables - Read and interpret timetables	Converting units - Kilograms and kilometres - Millimetres and millilitres - Convert units of length - Convert between metric and imperial units - Convert units of time - Calculate with timetables Volume - Cubic centimetres - Compare volume - Estimate volume - Estimate capacity

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English	Fiction: Varjak Paw - SF Said To write an adventure story Poetry: Dark Sky Park - Philip Gross To write a poem about the future	Fiction: Short! - Kevin Crossley-Holland Key To write a short story Non-fiction: Planets of the Solar System To write a non-chronological report on the solar system	Fiction: Kensuke's Kingdom - Michael Morpurgo To write an extended chapter for the story Non-fiction: Cracking Contraptions - Derek Smith Devise and write about your own cracking contraption to create a class Haynes Manual	Fiction: Rain Player - David Wisniewski To write an analytical essay about The Maya Poetry: The Highwayman - Alfred Noyes To write an innovated poem based on 'The Highwayman.'	Fiction: Straw into Gold - Hilary McKay To write a retelling of a well-known fairy tale but retold from slightly altered perspectives Non-fiction: Letter Writing To write a letter of persuasion	Poetry: Is This a Poem? - Roger Stevens To write at least one original poem, making choices and decisions about form and content Non-fiction: Happy Here: 10 Stories from Black Authors & Illustrators - Sharna Jackson To write a short story about gaining confidence

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Science	Earth and space – Physics - What are the names of the planets in the solar system? - How do we know the Earth is a sphere? - How long does it take for Earth (and other planets) to orbit the Sun once? - What is the largest object that orbits the Earth? - Why is there day and night on Earth? - Does the Moon change shape?	Materials – Chemistry - What are the properties of solids, liquids and gases? - How can I describe the properties of materials? - Which materials make the best thermal insulators? - Which materials are magnetic? - Which materials are soluble, and which are insoluble? - How can mixed materials be separated? - What are irreversible changes?	Forces - Physics - What is gravity? - What is friction? - Friction investigation - Identify the effects of air resistance - What is water resistance? - Gears, levers and pulleys	Living things – Biology - What are the seven life processes? - How do mammals reproduce? - Do animals reproduce in the same way? - How do plants reproduce? - What is a lifecycle? - What are the stages in the lifecycle of a plant? Animals including humans - Biology - How do humans change throughout their life? - How do we develop in the womb? - How do we change through puberty? - How do we change when we are senior?
Art	Monochromatic: How can we find our own style of drawing? - How can we describe different styles of drawing? - Can a doodle be art? - How can we describe different styles of drawing? - How can we draw in a geometric style? - How can I explore my own style of drawing?	Chromatic: How realistic does a portrait need to be? - What are the seven elements of art? - What is a portrait? - Who was Sarah Biffin? - Who is Noor Bahjat? - What can portraits tell us?		Sculpture: How can flowers inspire artists? - Which sculptors have been inspired by flowers? - How can we manipulate clay to create flower-based sculptures? - How can I develop my mastery of clay sculpture? - How can I best use colour to enhance my sculpture? - How have flowers inspired other artists?
DT	Space food - Children will design and make a savoury, portable snack to take to space. - Children will research different snack foods.	Design and make a marble run - Learn about more complex free-standing structures. - Work in a small group to plan and build a design. - Test and evaluate their designs and make improvements as a group.		Animal automata - Use mechanical systems to make a moving animal puppet. - Use cams in their design. - Problem solve when things go wrong. - Make and test their automata puppets.

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	- They will design and make a savoury bread-based snack. - Evaluate and taste their designs and suggest ways in which they can be improved.				- Evaluate and suggest ways in which they can be improved.	
Computing	Computing systems and networks – Systems and searching *(IT and DL)* To explain that computers can be connected to form systems To recognise the role of computer systems in our lives To experiment with search engines To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom	Creating media – Video production *(DL and IT)* To explain what makes a video effective To identify digital devices that can record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video	Programming A – Selection in physical computing *(CS and IT)* To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project	Data and information – Flat-file databases *(IT and DL)* To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions	Creating media – Introduction to vector graphics *(IT)* To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers To group objects to make them easier to work with To apply what I have learned about vector drawings	Programming B – Selection in quizzes *(CS and IT)* To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program
Online Safety (Be Internet Legend)	Unit 01: Think before you share - Activity 5,	Unit 02: Check it's for real - Activity 5,	Unit 03: Protect Your Stuff - Activity 5,	Unit 04: Respect Each Other - Activity 5,	Unit 05: When In Doubt, Discuss –- Activity 5, Digital Well-being: Lesson 3	Digital Well-being: Lesson 3
Geography	Biomes and Ecosystems - What biomes and ecosystems are found in the UK? - What can I learn about ecosystems by studying the New Forest?		- United States - What are the key features of the UK and my region? (recap)		Rivers - What are rivers and how are they formed? - What can I learn about rivers from studying the River Trent? - How can I collect data from a local river in my region?	

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	- How can I study a local ecosystem? - What data can I collect from my local woodland ecosystem? - How can I present the data collected from my local ecosystem?	- What is the geography of the North American continent? - What is the USA? - What is the main economic activity of states in the Western United States? - What is the water cycle? - What are rivers? (including comparison case study) - What are mountains? (including comparison case study) - What are the biome and climate zones of the Western United States? - What are the vegetation belts of the Western United States? - What are the volcanoes and earthquake zones of the Western United States? - What are the key settlements in the Western United States and how do they compare to my region? - What are the similarities and differences between my region and the Western United States?	- How will I present and analyse data collected from fieldwork?
History	Ancient Maya - Where and when did the Maya live? - What made the Maya civilization so successful? - How do we know about the Maya? - How were the Maya ruled? - How was Anglo-Saxon England ruled? - What do we know about the Maya City States and the Anglo-Saxon Kingdoms? - How do the leaders of the Maya and the Anglo-Saxons compare? - How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive?		Anglo-Saxons and Vikings - What was lifelike in England at the end of the 4th Century? - How did life change in England after the fall of the Roman Empire? - Why did the Angles, Saxons and Jutes settle in Britain? - How was Anglo-Saxon Britain ruled? - How did the Anglo-Saxons keep control of their kingdoms? - What shifts in religion and power were there and how do we know this? - Who were the Vikings and why did they carry out raids? - Where did the Vikings settle and who was in charge at the time?

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	- Who was involved in the struggle for power in England from the 8th to the 10th century?					
PHSE	Physical health and wellbeing: In the media Pupils learn: - that messages given on food adverts can be misleading - about role models - about how the media can manipulate images and that these images may not reflect reality	Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia) Pupils learn: - about stereotyping - about prejudice/ discrimination and how this can make people feel	Keeping safe and managing risk: When things go wrong Pupils learn: - about keeping safe online - that violence within relationships is not acceptable - about problems that can occur when someone goes missing from home	Mental health and emotional wellbeing: Dealing with feelings Pupils learn: - about a wide range of emotions and feelings and how these are experienced in the body - about times of change and how this can make people feel - about the feelings associated with loss.	Sex and relationship education: Growing up and changing Pupils learn: - about the way we grow and change throughout the human lifecycle - about the physical changes associated with puberty including menstruation - about the impact of puberty in physical hygiene and strategies for managing this - how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty - strategies to deal with feelings in the context of relationships	
Music	- Binary form - Melody - Pentatonic The children will listen to a selection of classical music with an ABA form. They will then compose a melodic line in an ABA form using the pentatonic scale.		- Other world music experiences The children will learn about the traditions of Gamelan and famous groups of performers. The children will have the opportunity to experience playing gamelan instruments (subject to change if other instruments are provided by DSMS.)		- Orchestra/orchestral instruments - Notation - Staff The children will explore examples of romantic music through Russian composers such as Tchaikovsky and Mussorgsky. Using a painting as inspiration (like Mussorgsky), they will create a melody and an accompaniment of their choice, notating as they wish.	
RE	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	What does it mean if Christians believe God is holy and loving?	Why is the Torah so important to Jewish people?	What does it mean to be a humanist in Britain today?	What can be done to reduce racism – can religion help?

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PE	Basketball (A4A) To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation. Fitness: Y5 (Get Set PE) To understand how speed helps me in other activities and apply this. To understand how strength helps me in other activities and apply this. To understand how agility helps me in other activities and apply this. To understand how balance helps me in other activities and apply this. To understand how coordination helps me in other activities and apply	Dance (A4A) Compose motifs and plan dances creatively and collaboratively in groups Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use Perform different styles of dance clearly and fluently Organise their own warm-up and cool down exercises Show an understanding of safe exercising Recognise and comment on dances, showing an understanding of style Suggest ways to improve their own and other people's work	Gymnastics (A4A) Create, practise and refine longer, more complex sequences for a performance including changes in level, direction and speed Choose actions, body shapes and balances from a wider range of themes and ideas Adapt their performance to the demands of a task using their knowledge of composition Understand the need for warming up and working on body strength, tone and flexibility Lead small groups in warm up activities Use basic set criteria to make simple judgements about performance and suggest ways they could be improved OAA: Y5 (Get Set PE) To develop communication and negotiation skills To develop strong communication and negotiation skills to solve problems To develop planning and problem-solving skills To share ideas and work as a team to solve problems	Tag rugby (A4A) Pass, dribble and shoot/score with control in games Identify and use tactics to help their team keep the ball and take it towards the opposition's goal Mark opponents and help each other in defence Know and carry out warm-up activities that use exercises helpful for invasion games Pick out things that could be improved in performances and suggest ideas and practices to make them better Swimming Lessons	Athletics (A4A) Sustain running and improve on a personal target Show control at take-off in jumping activities Show accuracy and good technique when throwing for distance Understand how stamina and power help people to perform well on different athletic activities Identify good athletic performance and explain why it is good Use agreed criteria Yoga: Y5 (Get Set PE) To understand how breath can help me to hold and move from pose to pose To identify and use balance when identifying poses and creating a flow To identify and use flexibility when exploring poses and creating a flow To identify and use strength when exploring poses and creating a flow To refine and create a flow with a partner	Cricket (A4A) Strike a bowled ball Use a range of fielding skills- catching, throwing, bowling, intercepting, with growing control and consistency Work collaboratively in pairs, group activities and small-sided games Use and apply the basic rules consistently and fairly Understand and implement a range of tactics in games Recognise the activities and exercises that need including in a warm up Identify their own strengths and suggest practices to help them improve Rounders: Y5 (Get Set PE) To develop throwing and catching skills and apply them relevantly to the situation To develop bowling accuracy and perform the skill within the riles of the game To develop batting skills, identify when I am successful and what I need to do to improve

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	this. To understand how stamina helps me in other activities and apply this.		To develop navigation skills and map reading To create and follow a key and route on a map			
French	Review previous learning Counting to 80 Feelings and emotions - Key concepts seen in Y3 and Y4 - Count up to 80 in French - Name the different emotions according to gender - Say how I feel - Ask someone how they feel	The body - Name the different body parts - Describe a monster	Feeling unwell/doctors - Say where it hurts using the body parts - Name diseases - Name remedies - Take part in a role play	Where I live, countries and flags - Say where I live (city + country) - Name and locate different cities in the world - Name and locate different countries in the world - Name different nationalities according to gender - Say my nationality - Say what language(s) I can speak - Recognise flags	Numbers to 100 - Count up to 100 in French - Say my phone number - Recognise euros coins and notes - Say a price	At the supermarket - Recognise euros coins and notes - Say a price - Write a cheque - Name some food items - Say what I want to buy - Use numbers 0 -100 - Learn how to say hundreds (200, 300, 400, 500 etc.) - Use grams, kilograms and litres - Read a shopping list - Know useful sentences at the supermarket - Take part in a role play

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Year 6	AUTUMN TERM	SPRING TERM	SUMMER TERM
Maths	Place value - Numbers to 1,000,000 - Numbers to 10,000,000 - Read and write numbers to 10,000,000 - Powers of 10 - Number line to 10,000,000 - Compare and order any integers - Round any integer - Negative numbers - Addition, subtraction, multiplication, and division - Add and subtract integers - Common factors - Common multiples - Rules of divisibility - Primes to 100 - Square and cube numbers - Multiply up to a 4-digit number by a 2-digit number - Solve problems with multiplication - Short division - Division using factors - Introduction to long division - Long division with remainders - Solve problems with division - Solve multi-step problems - Order of operations - Mental calculations and estimations - Reason from known facts Fractions part A - Equivalent fractions and simplifying - Equivalent fractions on a number line - Compare and order (denominator) - Compare and order (numerator) - Add and subtract simple fractions - Add and subtract any two fractions - Add mixed numbers - Subtract mixed numbers - Multi-step problems	Ratios - Add or multiply? - Use ratio language - Introduction to the ration symbol - Scale drawing - Use scale factors - Similar shapes - Ratio problems - Proportion problems - Recipes Algebra - 1-step function machines - 2-step function machines - Form expressions - Substitution - Formulae - Form equations - Solve 1-step equations - Solve 2-step equations - Find pairs of values - Solve problems with two unknowns Decimals - Place value within 1 - Place value – integers and decimals - Round decimals - Add and subtract decimals - Multiply by 10,100 and 1000 - Divide by 10, 100 and 1000 - Multiply decimals by integers - Divide decimals by integers - Multiply and divide decimals in context Fractions, decimals and percentages - Decimal and fraction equivalents - Fractions as division - Understand percentages - Fractions to percentages - Equivalent fractions, decimals and percentages	Shape - Measure and classify angles - Calculate angles - Vertically opposite angles - Angles in a triangle - Angles in triangles – special cases - Angles in a triangle – missing angles - Angles in quadrilaterals - Angles in polygons - Circles - Draw shapes accurately - Nets of 3D shapes Position and direction - The first quadrant - Read and plot points in four quadrants - Solve problems with coordinates - Translations - Reflections Themed projects, consolidation and problem solving

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	Fractions part B - Multiply fractions by integers - Multiply fractions by fractions - Divide a fraction by an integer - Mixed questions with fractions - Fraction of an amount - Fraction of amount – find the whole Converting units - Metric measures - Convert metric measures - Calculate with metric measures - Miles and kilometres - Imperial measurements		- Percentage of an amount – one step - Percentage of an amount – multi step - Percentages – missing values Area, perimeter and volume - Shapes – same area - Area and perimeter - Area of a triangle – counting squares - Area of a right-angle triangle - Area of any triangle - Area of a parallelogram - Volume - counting cubes - Volume of a cuboid Statistics - Line graphs - Dual bar charts - Read and interpret pie charts - Pie charts with percentages - Draw pie charts - The mean			
English	Non-fiction: A drove of Bullocks - Patrick George To write a short report about a collective noun Non-Fiction: Usborne Illustrated Thesaurus To create synonyms, to know word classes. Create sentences that show different uses of words and their synonyms	Fiction: Adolphus Tips - Michael Morpurgo To write a story set in the past Fiction: Story World Christmas Tales - John & Caitlin Matthews To write a Christmas tale	Non-fiction: Everest - Alexandra Stewart To write an account of another significant exploration Poetry: The Call - Charlotte Mew To write poetry based on a film	Non-fiction: Everest - Alexandra Stewart - To write an account of another significant exploration Poetry: The Call - Charlotte Mew To write poetry based on a film	Non-Fiction: Women in Science Rachel Ignotofsky To write a biography about an inspiring person Fiction: Paraphernalia video - Sabrina Cotugno To write the story of the film	Fiction: 'No Other Country' from Tales from Outer Suburbia - Shaun Tan - To write a chronological report/information text about a holiday celebration, rite or ritual either invented or from learning in another subject area Poetry: Earth Verse - Sally M Walker To write haiku poetry about a natural event/process, including technical vocabulary and poetic imagery
Science	Evolution - Biology	Electricity - Physics	Animals including humans - Heart and Blood - Biology - What is the circulatory system? - How does our heart work?		Living things and their Habitats - Biology - How are animals classified?	Light - Physics - How does light travel?

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	- How are plants adapted to their environment? - How are animals are adapted to their environment? - What is natural selection, how does this lead to evolution? - How do adaptations lead to evolution? - What characteristics can you inherit from your parents? - How can fossils help us explain evolution?	- How do I draw a scientific diagram of a circuit? - How does voltage in a circuit affect the brightness of a bulb? - How do I plan a fair test experiment to investigate variations in how components function? - How do I write a conclusion for my investigation? - What is renewable and non-renewable energy?	- How does exercise affect my heart rate? - What does the blood transport around the body? - How can I live a healthy lifestyle? - What can damage our health?	- What is a classification key? - How can we classify plants? - Is yeast a living microorganism? - What are the five main groups of microorganisms? - Who was Carolus Linnaeus?	- Which materials make the best reflectors? - How does the eye work? - How do shadows change during the day? - Why do objects look different in water? - How do mirrors work?
Geography			UK Depth Study - What are the key geographical features of the UK? - What are the sectors of the UK economy? - How sustainable is agriculture in the UK? - How sustainable is energy generation in the UK? - How sustainable is water use in the UK? - How sustainable is the use of rare earth elements? - How does automation affect the economic activity of the UK? - How sustainable is waste management in the UK? - How sustainable is the economic activity of the United Kingdom?	Sustainability - What is plastic waste? - What can our school do to reduce plastic waste? - (case study: beaches) - How can we plan and carry out effective ways to reduce plastic waste in school? - How can we record and evaluate the effectiveness of reducing plastic waste in school?	

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History	World War 2 (Exeter focus) - What is modern day Germany like, and how was it ruled before the start of WW2? - How did Hitler come to power and become the leader of Germany? - How did the Second World War begin? - How did Britain react to the outbreak of WW2? - How were the lives of civilians changed during WW2? - How did Britain's Home Front cope when under attack? - How did the Second World War impact specific localities? - Why was the Royal Air Force (RAF) so vital to the defence of Britain? - What major victories led to Britain winning the war?		Crime and Punishment - What is crime and punishment? - What was crime and punishment like in Roman Britain? - What was crime and punishment like in the Anglo-Saxon period? - What was crime and punishment like in the Tudor period? - What was crime and punishment like in the Stuart period? - What was crime and punishment like in Georgian Britain? - What was crime and punishment like in the Victorian period? - How did the police force develop through the 20th Century? - What are crime and punishment like today compared with the past?
Art	Monochromatic: What mistakes can artists make when drawing faces? - What are the common mistakes people make when drawing eyes? - What are the proportions of a face? - What mistakes might we make when drawing a realistic nose? - How can we draw a realistic mouth? - How can I avoid common mistakes when drawing a self-portrait?	Chromatic: Can art help save the planet? - How can art be an act of protest? - How can art raise money for good causes? - How can art reduce its environmental impact? - How can my art save the planet? - How can I help others evaluate their art?	Sculpture: Clay - Which sculptors have been inspired - by food? - How can we manipulate clay to create food-based sculptures? - How can I develop my mastery of - clay sculpture? - How can I best use colour to enhance my sculpture? - Who else has been inspired to create food-inspired art?

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DT	Design and make an Anderson shelter using wood and tools. - Research about the history of air raid shelters in World War II. - Use wood, tools and measuring equipment to build a strong shelter. - Use a range of materials to bring their model to life. - Evaluate and write about their models.		Lego we-do - Design and build programmable Lego models using software to programme commands to make the model move.		Food – French breakfast - Learn about French culture and the importance of food. - Design a menu for a French cafe. - Enjoy a French breakfast and evaluate their experience. - Making props for their end of year production using a range of materials on a large scale.	
Computing	Computing systems and networks – Communication and collaboration *(CS and IT)* To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication	Creating media – Web page creation *(CS and DL)* To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people	Programming A- Variables in games *(CS, DL and IT)* To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project	Data and information – Spreadsheets *(IT)* To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data	Creating media – 3D Modelling *(DL and IT)* To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create a 3D model for a given purpose To plan my own 3D model To create my own digital 3D model	Programming B – Sensing movement *(CS and IT)* To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device
Online Safety	Unit 01: Think before you share - Activity 6	Unit 02: Check it's for real - Activity 6	Unit 03: Protect Your Stuff - Activity 6	Unit 04: Respect Each Other - Activity 6	Unit 05: When In Doubt, Discuss - Activity 6	Digital Well-being: Lesson 4
PHSE	Drug, alcohol and tobacco education: Weighing up risk Pupils learn: - about the risks associated with using different drugs, including tobacco and	Identity, society and equality: Human rights Pupils learn: - about people who have moved from other places, (including the	Mental health and emotional wellbeing: Healthy minds - Pupils learn what mental health is - about what can affect mental health and some	Keeping safe and managing risk: Keeping safe - out and about - Pupils learn about feelings of being out and about in the local	Sex and relationship education: Healthy relationships Pupils learn: - to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact - what values are important to them in relationships - about roles and responsibilities of carers and parents	

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	nicotine products, alcohol, solvents, medicines and other legal and illegal drugs - about assessing the level of risk in different situations involving drug use - about ways to manage risk in situations involving drug use	experience of refugees) - about human rights and the UN Convention on the Rights of the Child - about homelessness	ways of dealing with this - about some everyday ways to look after mental health - about the stigma and discrimination that can surround mental health	area with increasing independence - about recognising and responding to peer pressure - about the consequences of anti-social behaviour (including gangs and gang related behaviour)	- to answer each other's questions with confidence, where to find support and advice when they need it Transition Support pupils to make a good transition to secondary school – visits, meetings with secondary staff, pupil days, SEND days.	
Music	Notation in music - Staff - Notation - Popular music and jazz - They children will hear a range of music popular during the war and learn how music used to be supportive or negative towards a government or regime. The children will learn to read notation to perform a melody line from a WWII song.		Popular music The children will continue their listening journey on from World War 2 until the present day. The children will explore the concept of cadences at the end of musical phrases and will explore combining notes together to create chords.		Performance The children will perform an end of year musical using their singing skills. Children will share their favourite types of music with the class to combine and contrast.	
RE	Why do Hindus want to be good?	Christians and how to live - 'what would Jesus do?'	Creation and science - conflicting or complementary?	For Christians what kind of King is Jesus?	What matters most to Christians and Humanists?	What do religious and non-religious world views teach about caring for the Earth?
PE	Basketball (A4A) To dribble with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble.	Dance (A4A) Work creatively and imaginatively, on their own and in a group to compose motifs and structure dances Perform dances fluently and with control	Gymnastics (A4A) Make up longer more complex sequences, including changes of direction, level and speed Develop their own solutions to a task by choosing and applying a range of compositional principles	Netball (A4A) To develop passing and moving to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate.	Athletics (A4A) Sustain running and improve on a personal target Show control at take-off in jumping activities Show accuracy and good technique when throwing for distance	Cricket (A4A) Strike a bowled ball Use a range of fielding skills- catching, throwing, bowling, intercepting, with growing control and consistency Work collaboratively in pairs, group activities and small- sided games

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	To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. Fitness: Y6 (Get Set PE) To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. To develop agility. To develop balancing with control.	Warm-up and cool-down independently Understand how dance helps to keep them healthy Use appropriate criteria to evaluate and refine their own work and other's Dodgeball: Y6 (Get Set PE) To throw under pressure and apply this to a target game To select the appropriate dodging skill for the situation To develop catching with consistency under pressure To develop defensive techniques and select the appropriate action for the situation To understand and apply tactics in a game	Combine and perform gymnastic actions, shapes and balances Show clarity, fluency, accuracy and consistency in their movements	To use defending skills to gain possession. To develop accuracy in the shooting action under pressure. To use and apply skills, principles and tactics to a game situation. Outdoor and adventurous residential at Skern Lodge: To include a programme of events chosen by the children to challenge themselves: River Kayak Raft building High ropes Zip wire Assault course Team building and challenges OAA: Y6 (Get Set PE) To build communication and trust whilst showing an awareness of safety To collaborate as a team to solve problems To develop tactical planning and problem solving To work as a team and develop critical thinking to determine the best approach To develop navigational skills and map reading To use a key to identify objects and locations	Organise and manage an athletic event well Understand how stamina and power help people to perform well on different athletic activities Identify good athletic performance and explain why it is good Use agreed criteria Yoga: Y6 (Get Set PE) To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create your own flow showing quality in control, balance and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control.	Use and apply the basic rules consistently and fairly Understand and implement a range of tactics in games Recognise the activities and exercises that need including in a s warm up Identify their own strengths and suggest practices to help them improve Rounders: Y6 (Get Set PE) To develop throwing and catching under pressure and apply these to a striking a fielding game To develop bowling under pressure whilst abiding by the rules of the game To strike a bowled ball with increasing consistency To develop fielding techniques and select the appropriate action for the situation To understand and apply tactics in a game

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French	Key concepts seen in Y3, Y4 and Y5 - Telling the time - Understand times when they hear them, holding up a clock - Pronounce times accurately - Tell the time with minutes - Understand times when they read them on a clock or text - Understand and answer the question "Quelle heure est-il?"	Times during the day - Name different activities during the day - Say what I do every day in chronological order - Use the time	Describing myself and others - Understand and say a number of adjectives - Understand the agreement of simple nouns and adjectives - Use adjectives to describe yourself by saying "je suis…" - Understand and use the genders - Describe your portrait by stating your name, gender, age, hair colour/length, height, eye colour, glasses - Listen to a description and understand it - Describe myself and others (He/She)	Clothing and colours - Name different items of clothing - Recognise and use colour adjectives - Understand the position of colour adjectives - Add the feminine ending when appropriate in spoken and written form - Describe what someone is wearing and the colour of the items of clothing - Use phrases, e.g : je/il/elle porte un tee shirt jaune et une jupe rose	Food at the cafe - Name items of food and drinks you can find on the menu - Order food at a cafe - Use numbers, money and useful sentences - Take part in a role play	Directions in the city - Name places in the city - Ask where places are - Give directions to go somewhere Understand and follow directions given - Write a pen pal letter.