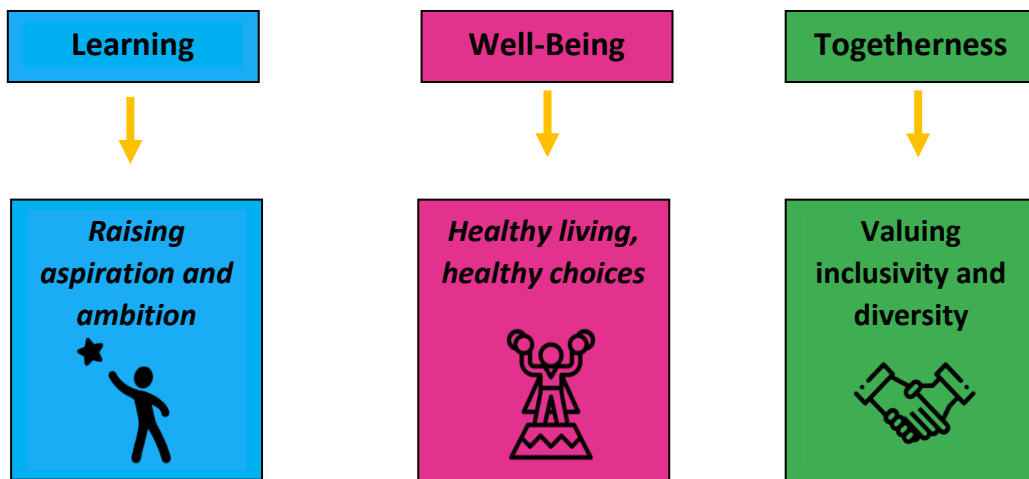




2021.22 Wider Curriculum

At Harbinger, we have developed a curriculum that is broad and balanced and unique to the school context of Harbinger.

With our school values in mind, we have identified three curriculum drivers which underpin the choices and decisions we make in our curriculum and will drive change as we deliver our curriculum to our children:



We intend to teach and equip children with the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences, both for the present and for the future.

We want our children to:

- Experience high standards of learning and teaching so they develop as purposeful, independent and creative learners.
- Feel safe and inspired.
- Demonstrate mutual respect and co-operate well with others.
- Relish challenge and be resilient.
- Stay curious and marvel at the wonder of the world
- Be enthusiastic to learn and motivated to achieve highly.
- Be reflective on their progress.
- Value their own success.

As we *implement* the curriculum:

- We will ensure we deliver full coverage of the curriculum of subject knowledge.
- Find creative ways to enable pupils to handle and absorb core knowledge.
- Give pupils the opportunity to revisit and recall knowledge – in thoughtful and engaging ways.
- Clarify technical terms and check pupil understanding regularly.
- Give pupils repeated opportunities to engage with content.
- Supplement the curriculum with enrichment opportunities, including trips, visitors and participation in events.



Subject-by-subject:

History / Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Living in the past (families, toys, homes, using photos & other sources)	Map It! Our School and Our City	Queen Elizabeth II	Weather (Weather patterns)	Local Area Study (Oceans, coasts, beaches)	Great Sea Explorers
Year 2	Map It! Our World and Our Country	Queen Victoria (and children's lives in Victorian times)	The Story of Flight	Sensational Safari (focus country - Kenya)	River Thames	Local History (Great Fire of London)
Mixed Year 1/2	Streamed -Living in the past -Great Fire of London	Map it! -streamed	Queen Elizabeth II	Focus country-China	Comparison of urban locality and coast (beaches – physical geography)	Great Explorers -Sea -Space
Year 3	Stone Age to Iron Age (Including the first humans in Africa)	Indus Valley	Map It! Europe	Rivers (Enquiry question: Why do people settle by rivers?)	Ancient Egypt	Mountains (Focus on physical geography)
Year 4	Ancient Greek art and culture	Volcanoes	Alexander the Great	Map it! Around the World	Ancient Rome	Geography block week: Comparing London and Rome, Human and physical geography History: Roman Britain
Year 5	Map It! (The UK - counties)	The Anglo Saxons	The Vikings	Enough for Everyone	South America (Enquiry question: How do humans exploit the rainforest?)	The Golden Age of Islam – Baghdad and Cordoba
Year 6	London through time 16 th -19 th Century (Enquiry question: What made London a diverse,	Map It! The UK and The USA	The Kingdom of Benin	Our Changing World (Biomes and climates, focus on the impact of climate change in Africa)	World War II (inc. How people were involved in the war effort at home and overseas)	Natural Disasters (focus on Asia)



	multicultural city?)					
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Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Humans	Seasonal Changes (Autumn & Winter)	Everyday Materials	Seasonal Changes (Spring & Summer)	Plants (in the local area)	Animals
Year 2	The Environment	Everyday Materials	Living Things and their Habitats	Animals incl. Humans	Plants	Super Scientists & Innovative Inventors
Mixed 1 / 2	Living things and their habitats	Seasonal Change	Everyday materials	Super Scientists & Innovative Inventors	Plants	Animals incl Humans
Year 3	Rocks	Light	Forces & Magnets	Plants	Animals incl. Humans	Super Scientists & Innovative Inventors
Year 4	Living Things and their Habitats	Electricity	States of Matter	Animals incl. Humans	Sound	Super Scientists & Innovative Inventors
Year 5	Earth and Space	Properties and Changes of Materials	Forces	Super Scientists & Innovative Inventors	Living Things and Their Habitats	Animals inc. Humans
Year 6	Electricity	Living Things and their Habitats	Animals inc. Humans	Evolution and Inheritance	Super Scientists & Innovative Inventors	Light



Religious Education (R.E.)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How and why do we celebrate special and sacred times? (To be timed according to Eid) (Expressing)	How and why do we celebrate special and sacred times? (To be timed according to Eid) continued (Expressing)	What does it mean to belong to a faith community? Christian/ Muslims & Jewish) (Living)	What does it mean to belong to a faith community? Christian/ Muslims & Jewish) (Living)	Who is a Christian and what do they believe? (Believing)	What makes some places sacred? Christians and Muslims (Expressing)
Year 2	What can we learn from sacred books? (Christian/ Muslims & Jewish)	How and why do we celebrate special and sacred times? (To be timed according to Christian/ Jewish (Expressing)	Who is a Muslim & what do they believe? (Believing)	Who is Jewish and what do they believe? (Believing)	How should we care for others and the world, and why does it matter? (Living) Christian/ Muslims & Jewish)	How should we care for others and the world, and why does it matter? (Living) Christian/ Muslims & Jewish)
Mixed Year 1/2	What does it mean to belong to a faith community? Christian/ Muslims & Jewish)	How and why do we celebrate special and sacred times? (To be timed according to Eid)	Who is a Christian and what do they believe? (Believing)	Who is a Muslim & what do they believe? (Believing)	What makes some places sacred? Christians and Muslims (Expressing)	How should we care for others and the world, and why does it matter? (Living) Christian/ Muslims & Jewish)
Year 3	What does it mean to be a Christian today? (Living)	What does it mean to be Hindu in Britain today? (Living)	What do different people believe about God? (Believing) Christians, Hindus and Muslims	What do different people believe about God? (Believing) Christians, Hindus and Muslims	Why do people pray? (Expressing) Christians, Hindus and Muslims	Why do people pray? (Expressing) Christians, Hindus and Muslims
Year 4	Why is the Bible so important for Christians today? (Believing)	Why are festivals important to religious communities? (Expressing) Christians, Muslims and Jewish	Why is Jesus inspiring to some people? (Believing)	Why do some people think that life is like a journey and what significant experiences mark this? (Expressing) Christians, Hindus and non-religious	What can we learn from religions about deciding what is right and wrong? Christians, Jewish and non-religious	What can we learn from religions about deciding what is right and wrong? Christians, Jewish and non-religious



Year 5	What would Jesus do? (Believing)	Why do some people believe that God exists? (Believing) Christians and non-religious	If God is everywhere why go to place of worship? Christians, Hindus and Jewish (Expressing)	What does it mean to be a Muslim in Britain today? (Living)	Anti-racist RE	Anti-racist Unit cont.
Year 6	Is it better to express your religion in arts & architecture or in charity & generosity? (Expressing) Christians and Muslims non-religious	Is it better to express your religion in arts & architecture or in charity & generosity? (Expressing) Christians and Muslims non-religious	What difference does it make to believe in Ahimsa, Grace and Ummah? (Living) Christianity, Hinduism, Islam.	What matters most to Christians and Humanists??(Living)	What do religions say to us when life gets hard? (Believing) Christianity, Hinduism, Humanism and Islam.	What do religions say to us when life gets hard? (Believing) Christianity, Hinduism, Humanism and Islam.



Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Technology Around Us	Moving Robots	Digital Writing	Grouping Data	Digital Painting	Programming Animated Stories
Year 2	Information Technology Around Us	Robot Algorithms	Making Music	Pictograms	Digital Photography	Programming Quizzes
Mixed Year 1/2	Technology Around Us & Information Technology Around Us	Moving Robots & Robot Algorithms	Grouping Data & Pictograms	Digital Writing & Making Music	Digital Painting & Digital Photography	Programming Animated Stories & Programming Quizzes
Year 3	Connecting Computers	Programming - Sequencing Sounds	Animation	Programming - Events and Actions	Desktop Publishing	Branching Databases
Year 4	The Internet	Programming – Repetition in Shapes	Photo Editing	Repetition in Games	Audio Editing	Data Logging
Year 5	NCCE Gender Balance in Computing project	NCCE Gender Balance in Computing project	Video Editing	Sharing Information Physical Computing	Vector Drawings	Flat-file databases or Selection in Quizzes
Year 6		Internet Communication & Webpage Creation	Introduction to Spreadsheets	Programming - Variables in Games	3D Modelling	Programming - Sensing



French						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings ID (name, age, city) Comment ça va? Emotions Colours Shapes and sizes (monsters)	Colours Appearance and clothing Body parts Emotion revision Christmas and New Year traditions	Alphabet Animals (Henri Rousseau art link) Plants Food, fruit and vegetables (likes and dislikes) Iron Man Curriculum link	Family Mardi Gras Weather Pâques Places	Classroom objects EID Musical instruments Egypt Curriculum link	Sports Transport Holidays Mountains (Geography link) Curriculum link Reflection
Year 4	Greetings ID (name, age, city) Comment ça va? Emotions Colours Shapes and sizes (monsters)	Colours Appearance and clothing Body parts Emotion revision Christmas and New Year traditions	Alphabet Animals (Henri Rousseau art link) Plants Food, fruit and vegetables (likes and dislikes) Greeks Curriculum link	Family Mardi Gras Weather Pâques Places	Classroom objects EID Musical instruments Romans Curriculum link	Sports Transport Holidays Rivers (Geography link) Curriculum link Reflection
Year 5	Greetings ID (name, age, city) Comment ça va? Emotions (personal and friendships) Colours Shapes and sizes (monsters and Matisse)	Colours Appearance and clothing (gender specific nouns) Body parts Emotion revision Christmas and New Year traditions	French phonics and alphabet Animals (Henri Rousseau art link) Plants Food, fruit and vegetables (likes and dislikes) Vikings Curriculum link	Family Mardi Gras Weather Pâques Places	Classroom objects EID Musical instruments Les contes de fées Curriculum link	Sports Transport Holidays The natural world (Science link) Curriculum link Reflection
Year 6	Revision of French phonics and alphabet	Colours Appearance and clothing	French phonics and alphabet	Family Mardi Gras	Classroom objects EID	Sports Transport



	Greetings ID (name, age, city)	(gender specific nouns)	Animals (Henri Rousseau art link)	Weather	Musical instruments	Holidays
	Comment ça va?	Body parts		Pâques		Light and electricity (science link)
	Emotions (personal and friendships)	Emotion revision	Plants	Places	WWII Curriculum link	Curriculum link
	Colours	Christmas and New Year traditions	Food, fruit and vegetables (likes and dislikes)			Reflection and goodbyes
	Shapes and sizes (monsters and Matisse)		Benin and French speaking countries in Africa Curriculum link			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Art – Formal Elements of Art (Kapow)	DT Kapow- Structures Constructing a Windmill	DT Kapow- Mechanisms Moving Story book	DT Kapow- Food Fruits and vegetables	Art- Landscapes using different media	Art Kapow- Sculpture and collage (Living things)
Year 2	Kapow- Formal Elements of Art	DT – Textiles Pouches	DT – Structures - Baby Bear’s Chair	Art – Human Form Kapow	DT – Food Balanced Diet	Art – Sculpture and Mixed Media (Superheroes)
Mixed Year 1/2	Art – Formal Elements of Art (Kapow)	DT Kapow- Food Fruits and Vegetables	DT Kapow- Mechanism Moving Story book	Art Kapow- Sculpture and Collage (Living Things)	Art- Landscapes using Different Media	DT Kapow- Textiles Puppets
Year 3	Art – Prehistoric Art Kapow	DT – Mechanical Systems : Pneumatic Toys, Kapow	Art – Craft, Kapow (If possible, link to Geography unit “Around the World”)	DT – Food : Eating Seasonally, Kapow (Links to science, plants)	Art – Formal Elements of Art, Kapow (If possible, link to Egyptian art)	DT - Digital World : Electronic Charms, Kapow
Year 4	DT – Textiles - Fastenings (Kapow)	DT – Electrical Systems : Torches, Kapow (Links to science, Electricity)	Art - Formal elements, Kapow	DT – Structure : Pavilions, Kapow	Art – Sculpture, Kapow	Art - Art and design skills, Kapow
Year 5	Art – Art and Design Skills	Art- Formal Elements of Architecture	DT- Electrical Systems – Greeting Cards (Will need to be Textiles next year)	DT- Mechanical Systems – Pop up Book	Art – Every Picture tells a story	DT- Digital World - Monitoring Devices
Year 6	Art/DT- London Then and Now - (2hrs) – Replaces Textiles this year Next year – Steady hand game Kapow to link with electricity	No art or Dt Blocked in first half term	Art- Make My Voice Heard (Kapow)	DT- Food : Come Dine With Me Kapow	DT- Structure : Playgrounds (Kapow)	Art- photography (Kapow)



PSHE						
	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
EYFS	Self -identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Identifying talents Being special Families Where we live Making friends	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Years 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Years 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Years 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Years 4	Being part of a class team Being a school citizen	Challenging assumptions	Hopes and dreams Overcoming disappointment	Healthier friendships Group dynamics Smoking	Jealousy Love and loss	Being unique Having a baby Girls and puberty



	Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Alcohol Assertiveness Peer pressure Celebrating inner strength	Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Confidence in change Accepting change Preparing for transition Environmental change
Years 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Years 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology us	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition




Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6		Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Film music	Theme and variations (Theme: Pop Art)	Songs of World War 2	Composing and Performing a Leavers' Song



PE												
Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Rec	Locomotion: Walking and Jumping		Ball Skills Hands 1		Gymnastics: High, Low, Over, Under		Dance Nursery Rhymes		Ball Skills Feet		Games For Understanding	
Year 1	Locomotion: Running	Gymnastics: Wide, Narrow, Curled	Ball Skills Hands 1	Gymnastics: Body Parts	Ball Skills Feet	Dance: Growing	Ball Skills Hands 2	Dance: The Zoo	Locomotion: Jumping	Games For Understanding	Team Building	Health and Wellbeing
Year 2	Locomotion: Dodging	Gymnastics: Linking	Ball Skills Hands 1	Gymnastics: Pathways	Ball Skills Feet	Dance: Water	Ball Skills Hands 2	Dance: Explorers	Locomotion: Jumping	Games For Understanding	Team Building	Health and Wellbeing
Mixed Year 1/2	Locomotion: Running	Swimming	Ball Skills Hands 1	Swimming	Swimming	Gymnastics: Wide, Narrow, Curled	Ball Skills Hands 2	Swimming	Locomotion: Jumping	Swimming	Swimming	Dance Explorers
Year 3	Invasion: Netball	Gymnastics: Symmetry & Asymmetry	Invasion: Hand ball	OAA: Communication	Invasion: Basketball	Dance: Wild Animals	Invasion: Tag Rugby	Dance: Weather	Net / Wall Tennis	Health Related Exercise	Striking & Fielding Rounders	Athletics Running
Year 4	Invasion: Dodgeball	Dance – The Greeks	Invasion: Hand ball	OAA: Problem solving	Invasion: Basketball	Gymnastics: Bridges	Invasion: Hockey	Dance: Space	Net / Wall Tennis	Health Related Exercise	Striking & Fielding Rounders	Athletics Throwing and Jumping
Year 5	Invasion: Netball	Gymnastics: Counter Balance and Counter Tension	Invasion: Football	Health Related Exercise	Invasion: Tag Rugby	Net / Wall Badminton	Invasion: Hockey	OAA: Orienteering	Striking & Fielding Rounders	Dance Carnival Y6	Striking & Fielding Cricket	Athletics Running
Year 6	Dance The Circus Y5	Health Related Exercise	Invasion: Football	Gymnastics: Matching & Mirroring	Invasion: Basketball	Dance: Titanic	Invasion: Dodgeball	OAA: Orienteering	Striking & Fielding Rounders	Net / Wall Badminton	Striking & Fielding Cricket	Athletics

- KS1 Swimming
- KS2 – Swimming tbc



Year 1						
Big Question 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Writing own version of story (NNB) Non-Fiction: Labels & Captions Poetry: Poems on a theme	Fiction: Writing a story sequel Non-Fiction: NC reports (linked to RE) Poetry: Poems on the senses	Fiction: Stories with familiar settings Non-Fiction: Letters (link to History) Poetry: Personal responses to poems	Fiction: Writing own version of story (Lost and Found) Non-Fiction: Diary entries Poetry: Performance poetry	Fiction: Alternative ending to traditional tale; story opening Non-Fiction: Instructions (linked to Science/DT)	Fiction: Where the Wild Things Are Non-Fiction: NC report (linked to Science) Poetry: Pattern and rhyme
History / Geography	Living in the past (families, toys, homes, using photos & other sources (personal families)) I can use common words relating to the past I can identify similarities and differences between different periods I can ask and answer questions I can name some ways we can find out about the past	Map It! Our School and Our City I can use aerial photographs to recognise landmarks I can devise a simple map I can use and construct basic symbols in a key I can use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map	Queen Elizabeth II (significant women) I can begin to use a timeline I can describe events that happened a short time ago and a long time ago I can ask and answer questions I can name some ways we can find out about the past I can talk about the achievements of Queen Elizabeth II and historical events	Weather I can identify and describe the seasons I can identify daily weather patterns in the UK I can locate hot and cold areas of the world I can locate the Equator and the North and South Pole on a map/globe	Local Area Study (oceans/coasts/beaches) I can describe local area of my school and its grounds I can compare my local area to a contrasting area I can identify similarities and difference amongst key physical and human features in surrounding area and explain what makes a locality special I can use the 4 points of a compass I can use locational and directional language to describe the location of features I can devise a simple map with symbols I can use locational and directional language to describe routes on a map	Great Sea Explorers (Link to Map It! Autumn 1) (Christopher Columbus + Matthew Henson) I can place events in the order they happened I can describe the actions of people in the past I can retell stories about the past



Science	<p>Humans</p> <p>I can identify, name, draw and label the basic parts of the human body</p> <p>I can say which part of the body is associated with each sense</p> <p>I can use my senses to compare different textures, sounds and smells</p>	<p>Seasonal Changes (Autumn and Winter)</p> <p>I can observe changes across the Autumn & Winter seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials</p> <p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Seasonal Changes (Spring and Summer)</p> <p>I can observe changes across the Autumn & Winter seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants (in the local area)</p> <p>I can Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>
R.E.	<p>How and why do we celebrate special and sacred times?</p> <p>I can identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>I can re-tell stories connected with Christmas/ Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers</p> <p>I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</p> <p>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p> <p>I can suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr</p> <p>I can identify some similarities and differences between the celebrations studied</p>	<p>What does it mean to belong to a faith community?</p> <p>I can recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers</p> <p>I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</p> <p>I can identify two ways people show they belong to each other when they get married</p> <p>I can respond to examples of co-operation between different people</p> <p>I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences</p> <p>I can identify some similarities and differences between the ceremonies studied</p>	<p>Who is a Christian and what do they believe?</p> <p>I can talk about some simple ideas about Christian beliefs about God and Jesus</p> <p>I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories</p> <p>I can ask some questions about believing in God and offer some ideas of their own</p>	<p>What makes some places sacred?</p> <p>I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used</p> <p>I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe</p> <p>I can describe some of the</p>		



						<p>ways in which people use music in worship, and talk about how</p> <p>different kinds of music makes them feel</p> <p>I can ask good questions during a school visit about what happens in a church, synagogue or mosque</p> <p>I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising</p> <p>I can show that they have begun to be aware that some people regularly worship God in different ways and in different places</p>
Computing	Technology Around Us <p>I can explain how technology helps us</p> <p>I can give examples of technology in the classroom</p> <p>I can name the main parts of a computer</p> <p>I can switch on and log into a computer</p> <p>I can use a mouse to click and drag</p> <p>I can use a keyboard to type, delete and edit</p> <p>I can move a cursor with arrow keys</p> <p>I can create rules for using technology responsibly</p>	Moving Robots <p>I can predict the outcome of a command on a device</p> <p>I can run a command on a device</p> <p>I can follow an instruction</p> <p>I can give direction</p> <p>I can combine commands to make a sequence</p> <p>I can plan a simple program</p> <p>I can debug my program</p> <p>I can problem-solve</p>	Digital Writing (Link to History) <p>I can open a computer/Chromebook</p> <p>I can identify and find keys on a keyboard</p> <p>I can add and remove text</p> <p>I can use capital letters, bold, italic and underline</p> <p>I can select words and all text</p> <p>I can change font</p> <p>I can use 'undo' to make changes</p> <p>I can compare writing on paper to writing on a computer</p>	Grouping Data (Link to Science) <p>I can label objects</p> <p>I can count and group objects</p> <p>I can describe objects based on their properties</p> <p>I can group objects in different ways</p> <p>I can describe and compare groups of objects</p> <p>I can record objects in a group and share information</p> <p>I can decide how to group objects</p>	Digital Painting (Link to Art) <p>I can make marks and lines on a screen</p> <p>I can use shape and line tools to draw pictures</p> <p>I can choose appropriate colours and shapes</p> <p>I can create a picture in the style of an artist</p> <p>I can spot differences between painting on a computer and on paper, and give my preference</p>	Animated Stories <p>I know the difference between traditional books and e-books</p> <p>I can use different tools to draw a picture on the screen</p> <p>I can add text and change colour, font and size of text.</p> <p>I can save work.</p> <p>I can retrieve and open saved work.</p> <p>I can add sound to the animation.</p> <p>I can copy and paste.</p>




						<p>I can create pages.</p> <p>I can share my e-book with an audience.</p>
Art / DT	<p>Art- Formal Elements of Art</p> <p>Experimenting with composition, children create a piece of abstract art.</p> <p>Children arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk.</p> <p>Listen to music and work expressively with a variety of media, to create a single large piece of art.</p> <p>Introduction to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours.</p> <p>Colour mixing to recreate their own versions of the artwork '0-9' by artist Jasper Johns.</p>	<p>DT-Structures Constructing a Windmill</p> <p>Include individual preferences and requirements in my design</p> <p>Make a stable structure following instructions and assembling so that it is secure.</p> <p>Assemble a windmill turbine with an axle that uses wind to turn and make the machines inside work.</p> <p>Evaluate my project according to the design criteria and adapt my design.</p>	<p>DT Mechanisms-Moving Storybook</p> <p>Explore making mechanisms focusing on sliders and their movements including directional language.</p> <p>Design a moving story book with three pages, background pictures, drawing the moving parts and deciding where to use a slider.</p> <p>Construct a moving picture with a background, by drawing and cutting the moving parts, making sliders and putting all my parts together to create a moving picture.</p> <p>Evaluate the finished product by reviewing the success of the product by testing it and comparing it to the design criteria.</p>	<p>DT Food- Fruits and Vegetables</p> <p>Identify if a food is a fruit or a vegetable.</p> <p>Identify where plants grow (on trees or vines, above the ground, below the ground) and which parts we eat.</p> <p>Taste and compare fruit and vegetables.</p> <p>Describe the appearance/feel, smell and taste of fruits and vegetables.</p> <p>Make a fruit and vegetable smoothie by preparing fruit and vegetables and using a knife safely to cut and chop.</p> <p>Evaluate my final product.</p>	<p>Art- Landscapes using different materials</p> <p>Focusing on composition, consider where to place the horizon and tide lines within their artwork.</p> <p>Use a range of materials, from cardboard to foil, to replicate the textures found at the seaside.</p> <p>Using watercolours, create different tints, shades and hues to paint the background of their seaside scene.</p> <p>Over the top of the textured background, add colour using poster paints to complete their artwork.</p> <p>Using their watercolour background, add objects and images with added detail and shading.</p>	<p>Art- Sculpture and Collage-Living Things</p> <p>Sketch a pattern from observation before creating a sculpture from clay, using etching skills.</p> <p>Design and create a 3-D model of a creature.</p> <p>Collect naturally found objects to create a 3D sculpture of interesting composition.</p> <p>Plan and create the legs and body of the spider as a piece of collaborative artwork.</p> <p>Paint the spider sculpture, to give it an effect.</p>
PSHE	<p>Being Me in My World</p> <p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p>	<p>Celebrating Difference</p> <p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Dreams and Goals</p> <p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> <p>Tackling new challenges</p>	<p>Healthy Me</p> <p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p>	<p>Relationships</p> <p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p>	<p>Changing Me</p> <p>Life cycles – animal and human</p> <p>Changing me</p> <p>My changing body</p> <p>Boys' and girls' bodies</p> <p>Learning and growing</p>



			Identifying and overcoming obstacles Feelings of success	Linking health and happiness	Self-acknowledgement Being a good friend to myself Celebrating special relationships	Coping with change Transition
Music						
Trips/Experiences	Speakers coming in to talk about events in the past; Visit to the Toy Museum (History)	Fieldwork inc. walk around the school, inside and out (Geography)	Tower of London (History)		Local walk i.e. park; National Maritime Museum (Geography)	Cutty Sark/Golden Hinde (History) Mudchute Farm (Science)



Mixed Year 1/2

<div> <div>Big Question</div>  </div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Significant author Non-Fiction: NC report linked to History Poetry: Poems on a theme (riddles)	Fiction: Writing a narrative retelling (Cave Baby) Non-Fiction: Instructions (linked to Geography) Poetry: Poems inc. senses and on a theme	Fiction: Writing a story sequel (I Want My Hat Back) Non-Fiction: Letters (linked to History) Poetry: Personal responses to poems	Fiction: Writing own version of story (Lost and Found) Non-Fiction: Diary entries Poetry: Performance poetry	Fiction: Alternative ending to traditional tale; story opening / Story sequel Non-Fiction: Instructions / Explanations 'How to' guide (linked to Science)	Fiction: Where the Wild Things Are Non-Fiction: NC report (linked to Science); Recount (linked to History) Poetry: Calligrams
History / Geography	Living in the past (Year 1) I can use common words relating to the past I can identify similarities and differences between different periods I can ask and answer questions I can name some ways we can find out about the past Great Fire of London (Year 2) I can discuss events beyond living memory I can place where the people and events studied fit within a chronological framework I can choose and use parts of stories and other sources to show that I know and understand key features of events I can discuss significant	Map It! Our School and Our City (Year 1) I can use aerial photographs to recognise landmarks I can devise a simple map I can use and construct basic symbols in a key I can use locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map Map It! Our World and Our Country (Year 2) I can name and locate the world's seven continents and five oceans I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas I can use maps, atlases and globes to identify the	Queen Elizabeth II I can begin to use a timeline I can describe events that happened a short time ago and a long time ago I can ask and answer questions I can name some ways we can find out about the past I can talk about the achievements of Queen Elizabeth II and historical events	Focus Country - China I can use world maps, atlases and globes to identify the countries I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country I can devise a simple map I can ask geographical questions	Comparison of urban locality and coastal locality (oceans/coasts/beaches) I can describe local area of my school and its grounds I can compare my local area to a contrasting area I can identify similarities and difference amongst key physical and human features in surrounding area and explain what makes a locality special I can use the 4 points of a compass I can use locational and directional language to describe the location of features I can devise a simple map with symbols I can use locational and directional language to describe routes on a map	Great Explorers (Link to Map It! Autumn 1) Sea explorers (Year 1) Christopher Columbus & Matthew Henson I can place events in the order they happened I can describe the actions of people in the past I can retell stories about the past Space explorers (Year 2) Neil Armstrong & Mae Jemison I can learn about the lives of significant individuals in the past who have contributed to national and international achievements. I can compare aspects of life, identifying similarities and differences between different periods.



	historical events, people and places in my locality	United Kingdom and its countries I can use simple compass directions (North, South, East and West)				
Science	<p>Living Things and Their Habitats (Year 2)</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited</p> <p>I can describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p> <p>I can identify and name a variety of plants and animals in the habitats inc. Microhabitats</p> <p>I can describe how animals obtain food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food</p>	<p>Seasonal Changes</p> <p>I can observe changes across the Autumn & Winter seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials (Year 1)</p> <p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>(Year 2)</p> <p>I can identify and compare the suitability of a variety of everyday materials, inc. Wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses</p> <p>I can find out how the shapes of solid objects made from some materials can change by squashing, bending, twisting and stretching</p>	<p>Super Scientists and Innovative Inventors (Year 1)</p> <p>I can describe the simple physical properties of a variety of everyday materials,</p> <p>I can ask simple questions and use simple secondary sources to find answers</p> <p>I can describe and compare the structure of a variety of common animals</p> <p>I can identify and name a variety of common wild and garden plants</p> <p>I can gather and record data to help in answering questions</p> <p>I can observe and describe weather associated with the seasons</p> <p>I can perform simple tests</p> <p>I can identify and classify</p> <p>(Year 2)</p> <p>I can find out how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>I can identify and describe the basic structure of common flowering plants by observing and sketching a range of common plants.</p> <p>I can use observations and</p>	<p>Plants (Year 1)</p> <p>I can Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>(Year 2)</p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p>I can learn and describe hoe plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>Animals inc. Humans (Year 1)</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>I can identify, name, draw and label the basic parts of the human body</p> <p>I can say which part of the body is associated with each sense</p> <p>I can use my senses to compare different textures, sounds and smells</p> <p>(Year 2)</p> <p>I know that animals inc. Humans have offspring which grow into adults</p> <p>I can describe the basic needs of animals inc. Humans for survival including water, food and air</p> <p>I can describe the importance for humans of exercise, eating</p>



				<p>ideas to suggest answers to questions</p> <p>I can describe the importance of hygiene to humans</p> <p>I can find out about people who developed new materials</p> <p>I can use ideas to answer questions</p>		the right amounts of different types of food and hygiene.
R.E.	<p>What does it mean to belong to a faith community?</p> <p>I can recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers</p> <p>I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</p> <p>I can identify two ways people show they belong to each other when they get married</p> <p>I can respond to examples of co-operation between different people</p> <p>I can give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences</p>	<p>How and why do we celebrate special and sacred times?</p> <p>I can identify some ways Christians celebrate Christmas/ Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>I can re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers</p> <p>I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</p> <p>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p> <p>I can suggest meanings for some symbols and actions used in religious celebrations, including Easter/ Christmas,</p>	<p>Who is a Christian and what do they believe?</p> <p>I can talk about some simple ideas about Christian beliefs about God and Jesus</p> <p>I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories</p> <p>I can ask some questions about believing in God and offer some ideas of their own</p>	<p>Who is a Muslim and what do they believe?</p> <p>I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah</p> <p>I can re-tell a story about the life of the Prophet Muhammad</p> <p>I can recognise some objects used by Muslims and suggest why they are important</p> <p>I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p> <p>I can make links between what the Holy Qur'an says and how Muslims behave</p> <p>I can ask some questions about God that are hard to answer and offer some ideas of their own</p>	<p>What makes some places sacred?</p> <p>I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used</p> <p>I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe</p> <p>I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel</p> <p>I can ask good questions during a school visit about what happens in a church, synagogue or mosque</p> <p>I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising</p> <p>I can show that they have begun to be aware that some people regularly worship God in</p>	<p>How should we care for others and the world and why does it matter?</p> <p>I can re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>I can identify ways that some people make a response to God by caring for others and the world</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories</p> <p>I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more</p> <p>I can use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p>



	I can identify some similarities and differences between the ceremonies studied	Chanukah and/or Eid-ul-Fitr I can identify some similarities and differences between the celebrations studied			different ways and in different places	I can answer the title question thoughtfully, in the light of their learning in this unit
PE	Locomotion Running I can explore running using different body parts and different techniques and begin to understand how to run efficiently. I can develop my running technique applying it into a game. I can explain how to run and where to run, while exploring running at different speeds. I can apply the correct technique of running as fast as we can in a racing context. I can run over a longer duration and as part of a team. I can apply my understanding of running, into a competitive game. Dance Growing I can respond to rhythm and patterns through my movement. I can control and co-ordinate my body to perform movements, I can control and co-ordinate my body to	Ball skills hands I can dribble a ball-bouncing and understand why we need to keep the ball away from the defender. I can explore different ways of sending (passing) the ball to their partner. I can develop different ways of sending a ball (passing) using our hands. I can explore different ways of stopping a ball with our hands. I can use different ways of stopping a ball with our hands, preventing others from passing the ball. I can use my knowledge to combine my sending and receiving skills to keep possession of the ball. Gymnastics-Pathways I can use different pathways (zig-zag), creating movements that I can link together. I can use different pathways (zig-zag), creating movements that I link together on apparatus. I can use different pathways (curved), creating movements that	Ball skills- feet I can understand the meaning of the word, 'control,' and why it is important to keep the ball close to me. I can use the inside and outside of my feet to dribble the ball. I can apply my dribbling technique, keeping the ball away from my opponents. I can understand the consequences of what happens if I do not dribble into space, keeping the ball close to them. I can understand why we need to be accurate when kicking (passing) a ball. Gymnastics I can explore movements and balances in a wide way on the floor and on apparatus. I can explore movements and balances in a narrow way on the floor and on apparatus. I can explore movements and balances in a curled way on the floor and on apparatus. I can explore different ways of transitioning between each	Balls skills – hands 2 I can perform an underarm throw and understanding of why we need to be accurate when we throw. I can use my understanding of underarm throwing and the basic principles of attack vs defence to win a game. I can apply my understanding of underarm throwing to beat my opponent. Health and Well Being I can develop different ways of moving at speed and will understand the consequences of not being agile. I can explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful. I understand what feet eye coordination means and can develop my kicking and dribbling skills to develop their feet eye coordination skills. I can perform a circuit to develop their application and understanding of agility.	Locomotion Jumping I can explain the different reasons when, where and why we jump in different ways. I can explain how we jump applying the most effective technique using our head, arms and feet. I can explain how jumping affects our bodies. I can explore skipping. I can apply my understanding of jumping and skipping into a game. Games for Understanding I can explain what 'attacking' means and why we attack during a game. I can apply simple attacking principles into a game situation. I can understand the basic principles of defence. I can apply simple defending principles into a game situation.	Team Building I can understand why it is important to include everyone when working as a team and how it feels to be left out. I can develop my communication skills, so I can create simple strategies to complete a challenge. understand why it is important to trust our partner (team) if we are going to be successful. I can explore simple strategies as a team to help us solve a problem. Dance Explorers I can respond to the stimulus using a range of different, controlled movements. I can character work, adding movements, expression and emotion to a motif. I can develop motifs with a partner including some different elements of choreography. I can extend my sequences developing characters to add drama and emotion to my dance performance. I can perform a sequence with



	<p>perform a motif.</p> <p>I can use improvisation to explore various dynamics and movement qualities.</p> <p>I can explore the relationship between two living things, creating movement patterns.</p>	<p>I can link together. I can use different pathways (curved), creating movements that I can link together on apparatus.</p> <p>I can create my own sequence using different pathways.</p>	<p>shape using apparatus.</p> <p>I can combine wide, narrow and curled movements together-</p> <p>I can link two movements together.</p>	<p>I understand the importance of being balanced and can perform a circuit to develop my application and understanding of balance.</p> <p>I understand the importance of being coordinated and can perform a circuit to develop my application and understanding of coordination.</p>		<p>extended movements.</p>
Computing	<p>Technology Around Us (Year 1)</p> <p>I can explain how technology helps us</p> <p>I can give examples of technology in the classroom</p> <p>I can name the main parts of a computer</p> <p>I can switch on and log into a computer</p> <p>I can use a mouse to click and drag</p> <p>I can use a keyboard to type, delete and edit</p> <p>I can move a cursor with arrow keys</p> <p>I can create rules for using technology responsibly</p> <p>Information Technology Around Us (Year 2)</p> <p>I can find examples of information technology</p>	<p>Moving Robots (Year 1)</p> <p>I can predict the outcome of a command on a device</p> <p>I can run a command on a device</p> <p>I can follow an instruction</p> <p>I can give direction</p> <p>I can combine commands to make a sequence</p> <p>I can plan a simple program</p> <p>I can debug my program</p> <p>I can problem-solve</p> <p>Robot Algorithms (Year 2)</p> <p>I can describe a series of instructions as a sequence</p> <p>I can give and follow clear, precise and unambiguous instructions</p>	<p>Grouping Data (Year 1 - Link to Science)</p> <p>I can label objects</p> <p>I can count and group objects</p> <p>I can describe objects based on their properties</p> <p>I can group objects in different ways</p> <p>I can describe and compare groups of objects</p> <p>I can record objects in a group and share information</p> <p>I can decide how to group objects</p> <p>Pictograms (Year 2)</p> <p>I can record data in a tally chart</p> <p>I can enter data onto a computer</p> <p>I can use pictograms to answer simple questions</p> <p>I can create a pictogram</p> <p>I can select objects by attribute and</p>	<p>Digital Writing (Year 1 - Link to Science or History)</p> <p>I can open a computer/Chromebook</p> <p>I can identify and find keys on a keyboard</p> <p>I can add and remove text</p> <p>I can use capital letters, bold, italic and underline</p> <p>I can select words and all text</p> <p>I can change font</p> <p>I can use 'undo' to make changes</p> <p>I can compare writing on paper to writing on a computer</p> <p>Making Music (Year 2)</p> <p>I can describe how music makes me feel</p> <p>I can create a rhythm pattern</p> <p>I can use a computer to experiment with pitch and duration</p> <p>I can use a computer to create a musical pattern using 3 notes</p>	<p>Digital Painting (Year 1 - Link to Art)</p> <p>I can make marks and lines on a screen</p> <p>I can use shape and line tools to draw pictures</p> <p>I can choose appropriate colours and shapes</p> <p>I can create a picture in the style of an artist</p> <p>I can spot differences between painting on a computer and on paper, and give my preference</p> <p>Digital Photography (Year 2)</p> <p>I can use a digital device to take photos</p> <p>I can take photos in landscape and portrait</p> <p>I can discuss features of a 'good' photo</p> <p>I can experiment with different light sources</p> <p>I can edit a photo</p>	<p>Animated Stories (Year 1 – Link to History or Literacy)</p> <p>I know the difference between traditional books and e-books</p> <p>I can use different tools to draw a picture on the screen</p> <p>I can add text and change colour, font and size of text.</p> <p>I can save work.</p> <p>I can retrieve and open saved work.</p> <p>I can add sound to the animation.</p> <p>I can copy and paste.</p> <p>I can create pages.</p> <p>I can share my e-book with an audience.</p> <p>Programming Quizzes (Year 2)</p>




	<p>I can identify different computers</p> <p>I can identify information technology at home and beyond school</p> <p>I can open files</p> <p>I can move and resize images</p> <p>I can explain the benefits of information technology</p> <p>I can explain how to use information technology safely</p>	<p>I can understand what 'algorithms' are</p> <p>I can use an algorithm to program a sequence on a Beebot</p> <p>I can use logical reasoning to predict the outcome of a program (series of commands)</p> <p>I can follow a sequence</p> <p>I can design an algorithm for a specific goal</p> <p>I can create and debug a simple program that I have written</p>	<p>make comparisons</p> <p>I can answer 'more than/less than/most/least' questions about an attribute</p> <p>I can share what I have found out</p>	<p>I can create music for a purpose</p> <p>I can save, review and refine my work.</p>	<p>I can recognise when a photo is not real (fake)</p>	
Art / DT	<p>Art- Formal Elements of Art</p> <p>Experimenting with composition, children create a piece of abstract art.</p> <p>Children arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk.</p> <p>Listen to music and work expressively with a variety of media, to create a single large piece of art.</p> <p>Introduction to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours.</p> <p>Colour mixing to recreate their own versions of the artwork 'O-9'</p>	<p>DT Food- Fruits and Vegetables</p> <p>Identify if a food is a fruit or a vegetable.</p> <p>Identify where plants grow (on trees or vines, above the ground, below the ground) and which parts we eat.</p> <p>Taste and compare fruit and vegetables.</p> <p>Describe the appearance/feel, smell and taste of fruits and vegetables.</p> <p>Make a fruit and vegetable smoothie by preparing fruit and vegetables and using a knife safely to cut and chop.</p> <p>Evaluate my final product.</p>	<p>DT Mechanisms- Moving Storybook</p> <p>Explore making mechanisms focusing on sliders and their movements including directional language.</p> <p>Design a moving story book with three pages, background pictures, drawing the moving parts and deciding where to use a slider.</p> <p>Construct a moving picture with a background, by drawing and cutting the moving parts, making sliders and putting all my parts together to create a moving picture.</p> <p>Evaluate the finished product by reviewing the success of the product by testing it and comparing it to</p>	<p>Art- Sculpture and Collage- Living Things</p> <p>Sketch a pattern from observation before creating a sculpture from clay, using etching skills.</p> <p>Design and create a 3-D model of a creature.</p> <p>Collect naturally found objects to create a 3D sculpture of interesting composition.</p> <p>Plan and create the legs and body of the spider as a piece of collaborative artwork.</p> <p>Paint the spider sculpture, to give it an effect.</p>	<p>Art- Landscapes using different materials</p> <p>Focusing on composition, consider where to place the horizon and tide lines within their artwork.</p> <p>Use a range of materials, from cardboard to foil, to replicate the textures found at the seaside.</p> <p>Using watercolours, create different tints, shades and hues to paint the background of their seaside scene.</p> <p>Over the top of the textured background, add colour using poster paints to complete their artwork.</p> <p>Using their watercolour background, add objects and images with added detail and shading.</p>	<p>DT Textiles- Puppets</p> <p>Join fabrics together using different methods and for different purposes.</p> <p>Use a template to create a design for my puppet.</p> <p>Join two fabrics together accurately by aligning them carefully.</p> <p>Use joining methods to decorate the puppet.</p> <p>Evaluate the final product.</p>



	by artist Jasper Johns.		the design criteria.			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music						
Trips/Experiences	<p>Speakers coming in to talk about events in the past;</p> <p>Visit to the Toy Museum (History)</p> <p>Monument & St Olaf's Church (History)</p>	<p>Local environment walk;</p> <p>Fieldwork inc. around the school, inside and out (Geography)</p>	<p>Place of worship visit (RE)</p>	<p>Science Museum (Science)</p>	<p>Local walk i.e. park (Science)</p>	<p>Mudchute Farm (Science)</p>



Year 2						
Big Question 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Writing own version of fantasy story (Ocean Meets Sky) Non-Fiction: Persuasive letter (Journey Home)	Fiction: 1 st person narrative (Polar Express) Non-Fiction: NC report (linked to History)	Fiction: Writing own version of story (Dragon Machine) Non-Fiction: Instructions ('How to..') Poetry: Poems on a theme (My Dragon)	Fiction: Writing own twisted fairy tale (NNB) Non-Fiction: NC report on nocturnal animals Poetry: rhymes	Fiction: Author study – alternative ending Non-Fiction: Explanation (linked to Science) Poetry: Poems on a theme (river-senses)	Fiction: Diary/letter (linked to History) Non-Fiction: NC report (linked to History) Poetry: Calligrams
History / Geography	Map It! Our World and Our Country I can name and locate the world's seven continents and five oceans I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas I can use maps, atlases and globes to identify the United Kingdom and its countries I can use simple compass directions (North, South, East and West)	Queen Victoria (and children's lives in Victorian times) (significant women) I can compare my life to life in Victorian times I can increase my vocabulary of historical terms I can understand different ways of finding out about the past I can describe the life of Queen Victoria and explain how I know	The Story of Flight (diverse individuals) I can use a timeline to show when key events happened I can describe past events and explain why they are important I can use a range of sources to learn about significant individuals	Sensational Safari: focus on Kenya I can describe where Kenya is in relation to other places in the world I can draw a map of Kenya with some physical and human features and appropriate labels I can describe human and physical features of Kenya and begin to give the location of some of these features I can use aerial photographs to 'view from above' and recognise basic human and physical features I can explain aspects of Kenyan life I can identify features of national parks and game reserves I can explain the importance of tourism to Kenya and give examples of tourist attractions in the country I can draw a map of a national park, including key features	The Thames I can use aerial photographs to describe the human & physical features of places I can use geographical vocabulary I can use locational language I understand the significance of the Thames to the location of England's capital city I can devise a simple map and use a key for my symbols I can observe and make sketches I can use digital technology to observe and record findings	Great Fire of London I can place events on a timeline I can identify similarities and differences between ways of life in different periods I can choose and use different sources to help me understand key features of events I can describe significant people and events which changed life in my city



				<p>I can identify why animals are important to Kenya</p> <p>I can begin to understand the concept of animal 'migration'</p> <p>I can ask geographical questions to find out about places and begin to give reasoning</p>		
Science	<p>The Environment</p> <p>I can observe closely, using simple equipment</p> <p>I can perform simple tests</p> <p>I can identify and classify</p> <p>I can use observations to answer questions</p> <p>I can gather and record data</p> <p>I can ask simple questions</p>	<p>Everyday Materials</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Living Things and Their Habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Animals incl. Humans</p> <p>I can notice that animals, including humans, have offspring which grow into adults.</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Super Scientists & Innovative Inventors</p> <p><i>Plans can be adapted to focus on the needs identified over the year.</i></p>
R.E.	<p>What can we learn from sacred books?</p> <p>I can recognise that sacred texts contain stories which</p>	<p>How and why do we celebrate special and sacred times?</p> <p>I can identify some</p>	<p>Who is a Muslim and what do they believe?</p> <p>I can talk about some simple ideas about</p>	<p>Who is Jewish and what do they believe?</p> <p>Talk about how the mezuzah in the home reminds</p>	<p>How should we care for others and the world and why does it matter?</p> <p>I can re-tell Bible stories and stories from another faith about caring for others and the world</p>	



	<p>are special to many people and should be treated with respect</p> <p>I can re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories</p> <p>I can ask and suggest answers to questions arising from stories Jesus told and from another religion</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories</p> <p>I can suggest their own ideas about stories from sacred texts and give reasons for their significance</p> <p>I can make links between the messages within sacred texts and the way people live</p>	<p>ways Christians celebrate Christmas/ Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>I can re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers</p> <p>I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion</p> <p>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p> <p>I can suggest meanings for some symbols and actions used in religious celebrations, including Easter/ Christmas, Chanukah and/or Eid-ul-Fitr</p> <p>I can identify some similarities and differences between the celebrations studied</p>	<p>Muslim beliefs about God, making links with some of the 99 Names of Allah</p> <p>I can re-tell a story about the life of the Prophet Muhammad</p> <p>I can recognise some objects used by Muslims and suggest why they are important</p> <p>I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p> <p>I can make links between what the Holy Qur'an says and how Muslims behave</p> <p>I can ask some questions about God that are hard to answer and offer some ideas of their own</p>	<p>Jewish people about God (A3).</p> <p>I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat</p> <p>I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>I can ask some questions about believing in God and offer some ideas of their own.</p> <p>I can make links between some Jewish teachings and how Jewish people live.</p> <p>I can express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</p>	<p>I can identify ways that some people make a response to God by caring for others and the world</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories</p> <p>I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more</p> <p>I can use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> <p>I can answer the title question thoughtfully, in the light of their learning in this unit</p>	
Computing	Information Technology Around Us	Robot Algorithms I can describe a series of	Making Music I can describe how music makes me feel	Pictograms I can record data in a tally chart	Digital Photography	Programming Quizzes




	<p>I can find examples of information technology</p> <p>I can identify different computers</p> <p>I can identify information technology at home and beyond school</p> <p>I can open files</p> <p>I can move and resize images</p> <p>I can explain the benefits of information technology</p> <p>I can explain how to use information technology safely</p>	<p>instructions as a sequence</p> <p>I can give and follow clear instructions</p> <p>I can use an algorithm to program a sequence on a Beebot</p> <p>I can use logical reasoning to predict the outcome of a program (series of commands)</p> <p>I can follow a sequence</p> <p>I can design an algorithm for a specific goal</p> <p>I can create and debug a program that I have written</p>	<p>I can create a rhythm pattern</p> <p>I can use a computer to experiment with pitch and duration</p> <p>I can use a computer to create a musical pattern using 3 notes</p> <p>I can create music for a purpose</p> <p>I can save, review and refine my work.</p>	<p>I can enter data onto a computer</p> <p>I can use pictograms to answer simple questions</p> <p>I can create a pictogram</p> <p>I can select objects by attribute and make comparisons</p> <p>I can answer 'more than/less than/most/least' questions about an attribute</p> <p>I can share what I have found out</p>	<p>I can use a digital device to take photos</p> <p>I can take photos in landscape and portrait</p> <p>I can discuss features of a 'good' photo</p> <p>I can experiment with different light sources</p> <p>I can edit a photo</p> <p>I can recognise when a photo is not real (fake)</p>	
Art / DT	<p>Art – Formal Elements of Art</p> <p>Observe patterns, dip objects in paint to create repeating patterns, varying the direction of the pattern and colours of the paint and paper.</p> <p>Take rubbings of a texture using a media of choice.</p> <p>Introduce 'frottage', tearing their rubbings to make pictures in the style of the artist who created the technique, Max Ernst.</p> <p>Complete a line drawing of a piece of ribbon, add tone to make it look three dimensional using different gradients of pencil</p>	<p>DT Textiles- Pouches</p> <p>Sew using a running stitch: thread a needle, neat and evenly spaced stitches.</p> <p>Use a template to cut fabric neatly and pin fabric accurately</p> <p>Design a pouch.</p> <p>Design decorations for my product and attach them using a running stitch.</p> <p>Decorate using different objects.</p> <p>Evaluate my design.</p>	<p>DT Structures- Baby Bear's Chair</p> <p>Explore the concept and features of structures and the stability of different shapes.</p> <p>Understand that the shape of the structure affects its strength.</p> <p>Make a structure according to design criteria.</p> <p>Create joints and structures from paper/card and tape.</p> <p>Produce a finished structure.</p> <p>Evaluate the strength, stiffness and stability of their structure according to their design criteria.</p>	<p>Art- Human Form</p> <p>Create body sculptures by using their bodies to make human letter forms collaboratively.</p> <p>Draw a skull and then decorate it using a medium and pattern of their choice.</p> <p>Create a collage made up of different facial features that they have selected and cut from magazines.</p> <p>Create a self-portrait in the style of contemporary British artist Julian Opie, using lines and dots.</p> <p>Create a peg figure with face, hair and clothes.</p>	<p>DT Food- Balanced Diet</p> <p>Know what makes a balanced diet.</p> <p>Identify hidden sugars.</p> <p>Identify the five food groups.</p> <p>Taste test food combinations.</p> <p>Consider and review food combinations.</p> <p>Identify ingredient combinations for my wrap will contain foods from more than one food group.</p> <p>Make a healthy wrap by preparing food safely.</p> <p>Evaluate my design.</p>	<p>Art- Sculpture and Multi-media (Superheroes)</p> <p>Create 3D human forms sculpture by: bending wire/pipe cleaners, making legs, arms and a body using plasticine and showing awareness of the proportions of limbs.</p> <p>Draw faces that express different emotions.</p> <p>Work together to create a large piece of artwork using materials to add texture.</p> <p>Blend paint colour washes into the artwork</p> <p>Blend two primary colour washes together to make a secondary colour</p> <p>Create a dot matrix effect in the style of Lichtenstein</p> <p>Shade tones to the edge of the artwork with few</p>



	Use colourful pastels and chalks to depict the tone within the planets.					gaps and with a neat finish.
PSHE	Being Me in My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old The changing me Boys' and girls' bodies Assertiveness Looking ahead
Music						
Trips/experiences	Local environment walk; (Geography) Place of worship visit (RE)	Ragged School Museum (History)	Science Museum (Science)	National Art Gallery – Sculpture workshop (Art) Synagogue visit (RE)	Riverside walk/boat ride; Idea Store, My Local Area Then and Now workshop (Geography)	Monument & St Olaf's Church (History)



Year 3						
Big Question 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Letters and adventure stories (Stone Age Boy) Non-Fiction: Persuasive letters	Fiction & Non-Fiction: NC report (Cloud Tea Monkey) Fiction & Poetry: mythical tale & poems (Cinnamon)	Fiction: Mystery narrative (Iron Man) Poetry: Poems with a structure	Fiction: Playscripts (Giving Tree) Non-Fiction: Explanation texts (linked to Science)	Fiction: Own version of traditional tale (Cinderella of the Nile) Non-Fiction: Biography (linked to History)	Fiction: Fantasy narrative (BFG) Non-Fiction: Recounts Poetry: Classic poetry for performance
History / Geography	Stone Age, Bronze Age & Iron Age I can describe changes in Britain from the Stone Age to the Iron Age and note trends over time I can ask and answer questions about how and why life changed in Britain I can explain how sources are used to gather information	Indus Valley I can use dates and other historical vocabulary I can discuss some of the similarities and differences of periods I have studied I can describe the achievements of one of the earliest ancient civilisations and explain their significance	Map it! (Around the World) I can locate the Equator on a map and globe. I can locate the Northern/Southern Hemisphere on a map and globe I can find the North and South Poles on a globe or map I can identify lines of latitude and longitude on a map I can identify the Arctic/Antarctic Circle on a globe or map I can identify the location of the Tropics of Cancer and Capricorn I can identify differences between the UK and the tropics I can identify the location of the Prime Meridian I can find the local time in another city using time differences	Rivers I can describe the physical geography of rivers I can understand the link between the physical geography and human geography of rivers I can understand and describe the water cycle (linked to rivers) I can locate, compare and contrast 2 varying rivers (i.e.. Thames and Ganges)	Ancient Egyptians I can ask questions about life in the past and select sources of information to develop my understanding I can study aspects of Ancient Egyptian life and describe it in details I can develop the appropriate use of historical terms.	Mountains I can use atlases and globes to locate countries and mountain ranges I can describe and understand the physical geography of mountains I can describe and understand the climate zones of mountains I can understand the geographical similarities and differences between an area of the UK and Europe. (context - a mountain range in Europe) I can describe and understand the human geography linked to mountains inc. Types of settlement and economic activity (i.e., tourism) I can use topic-specific vocabulary accurately
Science	Rocks I can compare and group together different kinds of rocks on the basis of their appearance and simple	Light I can recognise that they need light in order to see things, and that dark is the absence of light.	Forces and Magnets I can compare how things move on different surfaces. Notice that some forces need contact between two objects, but	Plants I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk,	Animals inc. Humans I can identify animals, including humans, need the right types and amount of	Super Scientists & Innovative Inventors <i>Plans can be adapted to focus on the needs identified over the year.</i>



	<p>physical properties</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>I can recognise that soils are made from rocks and organic matter.</p>	<p>I can notice that light is reflected from surfaces.</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>I can find patterns in the way that the size of shadows change.</p>	<p>magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>leaves and flowers.</p> <p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>nutrition, and that they cannot make their own food—they get nutrition from what they eat.</p> <p>I can identify that human and some other animals have skeletons and muscles for support, protection and movement.</p>	
R.E.	<p>What do different people believe about God?</p> <p>I can ask questions and share ideas about God</p> <p>I can describe some ways in which Christians describe God</p> <p>I can identify why it makes a difference for people to believe in God</p> <p>I can suggest why having a belief can be hard.</p>	<p>What do different people believe about God?</p> <p>I can describe some ways in which Muslims describe God.</p> <p>I can describe some ways in which Hindus describe God</p> <p>I can respond to ideas about God, inc. the atheist idea</p>	<p>What does it mean to be Christian today?</p> <p>I can describe what Christians do to show their faith</p> <p>I can discuss links the links between the actions of Christians and other faiths</p> <p>I can suggest reasons why it might be good and why it might be hard to be a Christian sometimes.</p> <p>I can make links to my own experiences</p>	<p>Why is the Bible so important to Christians?</p> <p>I can suggest why Christians use the Bible</p> <p>I can discuss why humans try to put things right</p> <p>I can describe some ways Christians say God is like</p> <p>I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation</p>	<p>Why do people pray?</p> <p>I can describe ways in which prayer can comfort and challenge</p> <p>I can describe the practice of prayer in Islam</p> <p>I can describe the practice of prayer in Christianity</p> <p>I can describe the practice of prayer in Hinduism</p>	<p>Why do people pray?</p> <p>I can describe similarities and differences between prayer across religions</p> <p>I can make connections between beliefs about prayer and actions during prayer</p>
P.E.	<p>Netball</p> <p>I can pass and receive in order to keep possession of the ball.</p> <p>I can use passing and moving skills</p>	<p>Handball</p> <p>I can pass and receive in order to keep possession of the ball.</p> <p>I can use passing and moving skills (creating space)</p>	<p>Basketball</p> <p>I can dribble in order to keep control and possession of the ball.</p> <p>I can use a range of passes (chest and</p>	<p>TAG Rugby</p> <p>I can move with the ball, passing and receiving in order to keep possession of the ball.</p>	<p>Tennis</p> <p>I know how we win a game of tennis, thinking about where and why we throw the ball on the court.</p>	<p>Rounders</p> <p>I can explain the concept of batting and fielding.</p> <p>I can understand how to throw a ball accurately, with power over distance and</p>



	<p>(creating space) to keep possession.</p> <p>I can develop passing and moving skills to explore the transition between attack and defence.</p> <p>I can explain how we shoot but also where we shoot in terms of court position and why.</p> <p>Gymnastics-symmetry and asymmetry I can explore movements and balances in a symmetrical way.</p> <p>I can explore movements and balances in a symmetrical and asymmetrical way.</p> <p>I can create symmetrical balances on apparatus and begin to move out of them, forming the start of a sequence.</p> <p>I can perform symmetrical balances on apparatus, move out of them, and travel to a new piece of apparatus, creating their asymmetrical balances to end the sequence.</p>	<p>to keep possession.</p> <p>I can develop passing and moving skills to explore the transition between attack and defence.</p> <p>I can combine passing and moving skills to score points against another team.</p> <p>I can explain how we shoot but also where we shoot in terms of court position and why.</p> <p>OAA-communication</p> <p>I can explain what makes an effective team and create tactics as a team.</p> <p>I can develop the qualities required to lead a team effectively.</p> <p>I can communicate within a team whilst developing different ways of communicating.</p> <p>I can solve problems by collaborating and communicating within a team.</p> <p>I can develop the skills required to make an effective team.</p>	<p>bounce) to keep possession.</p> <p>I can use my knowledge and understanding of passing and dribbling, to create space whilst keeping possession.</p> <p>I can develop passing and moving skills to explore the transition between attack and defence.</p> <p>I can use my knowledge of passing, moving and dribbling to move the ball up the court, creating an attack that results in a shot.</p> <p>Dance –Wild animals</p> <p>I can respond to different stimuli being able to add drama and emotion to the dance.</p> <p>I can add drama and emotion to dance and to create motifs in pairs.</p> <p>I can perform a wider variety of movements singly and in extended sequences, with a partner.</p> <p>I can develop my movement vocabulary by introducing more advanced dance terms.</p> <p>I can use my knowledge choreography to create a final performance.</p>	<p>I can understand the purpose of tagging, when, where and why this is used during a game.</p> <p>I can look at how attackers can create space, creating opportunities for the ball carrier to pass if they are tagged.</p> <p>I can develop passing and moving forwards to score a try.</p> <p>I can combine passing and moving to create attacking opportunities to score a try.</p> <p>Dance – Weather I can respond to different stimuli being able to add drama and emotion to the dance.</p> <p>I can build on the thematic work in a different context creating motifs.</p> <p>I can execute a wider variety of movements in extended sequences, with a partner. I can extend my dance skills by using more than one theme to create movements and actions forming longer sequences.</p> <p>I can create a performance which will include; stage presence, timing, rhythm and sustaining character.</p>	<p>I can hold the racket safely and understand why it is important to control the ball when playing a shot.</p> <p>I can understand when and where to play the forehand shot in a mini game.</p> <p>HRE</p>	<p>understand its purpose in a game of rounders.</p> <p>I can apply the use of both the overarm and underarm throw in order to keep a batter's score as low as possible.</p> <p>I can explain when, where and to use a long barrier and how this can improve fielding skills to keep the batter's score as low as possible.</p> <p>Athletics- Running I can use the correct technique for sprinting.</p> <p>I can apply my understanding and application of running for speed, into running as part of a team.</p> <p>I can use correct technique to use when running for distance.</p>
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	Computing	Connecting Computers I can explain how digital devices function I can identify input and output devices I can identify similarities and difference between using digital and non-digital tools I can explain how a computer network can be used to share information I can explain the role of a switch, server and wireless access point in a network I can recognise the physical components of a network	Programming - Sequencing Sounds I can identify objects in a Scratch project I can recognise commands in block coding I can identify commands have an outcome I can start a program I can create a sequence of commands I can explain and build a sequence of commands I can make design choices I can implement my algorithm as code	Animation I can explain that animation is a sequence of pictures I can draw a sequence of pictures I can create a stop-frame animation by making little changes for each frame I can plan an animation with a storyboard I can use onion skinning to make changes between frames I can evaluate the quality of my animation I can add other media into an animation	Programming – Events and Actions I can explain the relationship between an event and an action I can create a program to move a sprite in 4 directions I can choose blocks to set up my program I can develop my program by adding features I can identify and fix bugs in a program I can design and create a maze-based challenge	Desktop Publishing I can recognise how text and images convey information I can change font style, size and colours I can edit text I can choose appropriate page orientation I can recognise ‘placeholders’ I can choose the best locations for my contents I can paste text and images I can consider different layouts, depending on purpose I can identify the uses of desktop publishing in the real world I can compare work made on desktop publishing to work created by hand	Branching Databases (Link to Geography) I can create questions with yes/no answers I can identify attributes to separate objects into groups I can arrange objects in a tree structure I can create a branching database I can compare and evaluate the structures of branching databases I can create questions and answer questions based on a branching database I can compare a pictogram to a branching database
	Art / DT	Art- Prehistoric Art Learn how prehistoric man made art and to reflect this style in their work Identify animals important to people of prehistory Understand the process of making art in prehistory Know that prehistoric people painted with muted earth colours Understand why early man created art	DT- Mechanical Systems: Pneumatic toys Know that mechanisms are a system of parts that work together to create motion Know that a pneumatic system can be used as part of a mechanism and are used in a range of everyday objects Know that a pneumatic system can force air over a distance to create movement Design a toy which uses a pneumatic system from a design brief.	Art- Craft Know what a mood board is Identify what is important to me through the creation of the mood board Explain my choices Create tie-dyed materials by know the process of tie-dyeing Learn what paper weaving is and create a piece of art using this method Identify what the ‘warp and ‘weft’ are in paper weaving Weave using different materials	DT Food-Eating Seasonally Know that climate affects food growth Know that not all fruits and vegetables can be grown in the UK Consider hygiene when preparing food Use cooking equipment safely Recognise that importing food impacts the environment and is one of the reasons why we should eat seasonal foods grown in the UK	Art- Formal Elements of Art Recognise and draw simple geometric shapes found in everyday objects Recognise that: in nature objects are usually formed from wavy lines whereas man-made objects consist of straight lines Know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as ‘geometry’ See basic geometrical shapes (such as	DT Digital World Electric Charms Understand the impact of the digital revolution in the world of (D&T) product design identify some key product developments that occurred as a result of the digital revolution Analyse and evaluate an existing product Write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro: bit light sensing, as part of an eCharm



	<p>Scale up drawings and sketches in a different medium</p> <p>Apply and blend charcoal to create tone and texture</p> <p>Experiment with the pigments in natural products to make different colours</p> <p>Experiment with different painting techniques to create different textures</p> <p>Add fine detail using smaller brushes</p> <p>Create designs using both positive and negative impressions of my hand</p>	<p>Generate suitable ideas using thumbnail sketches and exploded diagrams</p> <p>Create a pneumatic system to create a desired motion that is functional and appealing</p> <p>Manipulate materials to create different effects by cutting, creasing, folding, weaving, etc.</p> <p>Test and finalise ideas again design criteria</p> <p>Evaluate their final product against their design criteria.</p>	<p>Sew designs onto a t-shirt to personalise it with a running stitch</p>	<p>Create a recipe that is healthy and nutritious using seasonal vegetables</p> <p>Safely follow a recipe when cooking</p> <p>Evaluate your tart</p>	<p>circles and squares) when I draw objects</p> <p>Create and form shapes using soft modelling wire</p> <p>Work safely with the tools and equipment</p> <p>Apply even layers of pencil tone when shading</p> <p>Know that 'tone' refers to the light and dark areas of an object or artwork</p> <p>Control a pencil to shade tones smoothly from light to dark using the four rules of rules of shading</p> <p>Blend tones gradually so that there aren't any sudden changes from dark to light</p>	<p>Create and decorate a foam pouch for the eCharm, using a template</p> <p>Design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product</p>
PSHE	<p>Being Me in My World</p> <p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Celebrating Difference</p> <p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Dreams and Goals</p> <p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Healthy Me</p> <p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p>	<p>Relationships</p> <p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Being a global citizen Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p>	<p>Changing Me</p> <p>How babies grow</p> <p>Babies</p> <p>Outside body changes</p> <p>Family stereotypes</p> <p>Looking ahead</p>
Music						
French						
Trips/Experiences	<p>Museum of London – Pre-History workshop (History)</p>	<p>Local walk (Geography)</p> <p>Hindu Mandir (RE)</p>	<p>Art/Design Trip</p>	<p>Riverside walk/boat trip (Geography)</p>	<p>British Museum - Ancient Egyptians tour/ workshop (History)</p>	<p>Theatre trip</p>





Year 4						
Big Question 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Adventure stories Poetry: Poems with structure	Fiction: Dilemma stories (Firework Maker's Daughter) Non-Fiction: Explanations (linked to Science) Poetry: Poems on a theme	Fiction: Alternative ending to Greek myth (Hercules) Non-Fiction: NC report about aspect of Ancient Greeks	Fiction & Non-Fiction: Discussion texts (Zoo) Poetry: Performance poetry	Fiction & Non-Fiction: Newspaper report (Escape from Pompeii) Fiction: Playscripts	Fiction: Writing own version of story (Selfish Giant) Non-Fiction: Information booklet (linked to History) Poetry: Poems on a theme
History / Geography	Homer and the Odyssey (prior learning Year 1 Great Sea Explorers) I can describe the life and achievements of the Ancient Greeks I can devise questions about similarities and differences I can use a range of primary and secondary sources	Volcanoes & Earthquakes I can describe and understand the physical geography of and earthquakes I can describe and understand the human geography linked to volcanoes inc. Types of settlement, land use and vegetation(belts) I can describe and understand the physical geography of earthquakes I can use maps, atlases, globes and digital mapping to locate volcanoes and earthquakes	Alexander the Great (prior learning Year 3 Indus Valley) I can identify significant people and their influence on the Western World I can describe the expansion of the empire I can explore different interpretations of an individual and why they were constructed	Map It! (context of Europe and comparing with UK) I can locate the world's countries using maps to focus on Europe, concentrating on environmental regions, physical and human characteristics, countries and cities. I can identify the position and significance of the Northern and Southern Hemisphere I can identify the position and significance of the Prime/Greenwich Mean Meridian and time zones I can describe and understand the human geography of Europe inc. The distribution of natural resources inc. food I can use maps, atlases, globes and digital mapping to locate countries and major cities I can use the 8 points of a compass	Ancient Rome (prior learning Pre-historic Britain; Ancient Greeks; Rulers in KS1) I can make connections, contrasts and spot trends over time. I can devise questions about cause and consequence I can describe the expansion and dissolution of the empire	Roman London (Geography focus) I can describe how Britain has been influenced by the wider world



				Rainforests I can use maps, atlases and globes/digital mapping to locate rainforest I can identify areas of the world containing rainforests. I can describe the key aspects of a tropical climate. I can describe the animals and plants living in the rainforest. I can compare the Amazon rainforest and Epping Forest. I can explain the effects humans are having on the rainforests.		
Science	Living Things and their habitats I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things.	Electricity I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors.	States of Matter I can compare and group materials together, according to whether they are solids, liquids or gases. I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Animals inc. Humans I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey.	Sound I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.	Super Scientists & Innovative Inventors <i>Plans can be adapted to focus on the needs identified over the year.</i>



R.E.	What does it mean to be Hindu today? I can describe how Hindus express their faith I can make connections with some Hindu beliefs and teachings I can discuss links between the actions of Hindus with people of other faiths I can suggest reasons why being a Hindu is a good thing and why it might be hard sometimes	Why are festivals important to religious communities? I can give ideas about what matters to believers in festivals I can make connections between stories, symbols and beliefs and festivals I can explore what is celebrated and remembered in religious communities and own lives I can identify similarities and differences in the celebrations of festivals I can ask questions about what matters most to believers in festivals	Why is Jesus inspiring to some people? I can make connections between some of Jesus' teachings and the way Christians live today I can describe how Christians celebrate Holy Week and Easter Sunday I can identify the most important parts of Easter of Christians and explain why I can make connections between the Easter story of Jesus and the wider 'big story' of the Bible	Why do some people think that life is like a journey and what significant experiences mark this? I can suggest why some people see life as a journey and identify key milestones I can suggest reasons why marking milestones of life are important to Christians, Hindus and Jewish people I can describe what happens in Christian ceremonies of commitment I can make connections about how believers show commitment with my own ideas about community, belonging and belief I can describe what happens in Jewish ceremonies of commitment I can describe what happens in Hindu ceremonies of commitment	What can we learn from religions about deciding what is right and wrong? I can suggest rules for living and how the Golden Rule can impact behaviour I can discuss how people decide right and wrong I can give examples of rules for living from Judaism I can give examples of rules for living from Christianity I can give examples of rules for living from Humanism	What can we learn from religions about deciding what is right and wrong? I can make connections between stories I can discuss ideas about temptation I can give examples of how some inspirational people have been guided by religion
PE	Games- Dodgeball I can explain when, where and why we would jump or duck to avoid the ball during a game. I can understand how and why we need to throw with power when throwing at a target which is further away. I can develop my catching skills and understanding of why we	Games- Handball I can apply my passing and moving skills to keep possession in mini game situations. I can develop passing and creating space and explore the transition between attack and defence I can work out simple tactics for creating space and keeping possession. I can explain how to shoot and	Games- Basketball I can refine my dribbling in order to keep control and possession of the ball. I can use passing (bounce and chest) and moving skills to keep possession in mini game situations. I can use passing and dribbling to create space, and transition between attack and defence.	Games- Hockey I can dribble the ball keeping possession to beat an opponent. I can use passing, (short and long) and moving skills to keep possession I can use passing and dribbling to create an attack that results in a shooting opportunity. I can understand the difference between, intercepting,	Net/wall-Tennis I can explain how we can win a game of tennis. I can use my racket to direct the ball towards a space to win a point. I can explain when and where to play the backhand shot. I can make decisions as to when to apply either a forehand or backhand shot in game situations	Rounders I understand the concept of batting and fielding. I can explain the roles of the bowler and the back stop and what their purpose is within the game. I can hit the ball, and know where and why to hit it. I can use fielding skills and understand where fielders can position themselves to



	<p>need to catch during a game.</p> <p>I can use my understanding of dodging, jumping and ducking and apply into game situations</p> <p>Gymnastics- Bridges I can explore movements and balances creating bridges.</p> <p>I can create bridge balances on apparatus and begin to move out of them, forming the start of a sequence.</p> <p>I can move over and under individual bridges on apparatus</p> <p>I can develop a sequence, using pair and individual bridges.</p>	<p>where, when and why I shoot to increase my chances of scoring.</p> <p>OAA- Communication I can explain what makes an effective team with the focus being on creating tactics as a team.</p> <p>I can explain the qualities required to lead a team effectively.</p> <p>I can explain why we need to communicate within our team whilst developing different ways of communicating.</p> <p>I can solve problems by collaborating and communicating within my team.</p> <p>I can use collaboration and communication to create simple attacking and defending tactics.</p>	<p>I can explain how to shoot but where to shoot from and why.</p> <p>I can understand the concept of defending (marking) and how this can be applied during a game to prevent attacking opportunities.</p> <p>Dance – Cats I can explore movement through improvisation, introducing unison and matching.</p> <p>I can apply a canon into my movements when performing as two contrasting characters.</p> <p>I can create performances with two contrasting characters.</p> <p>I can extend my dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p>I can create a performance which will included stage presence, timing, rhythm and sustaining character.</p>	<p>blocking and tackling and when, where and why these are used in a game.</p> <p>Dance – Space I can explore movement through improvisation, introducing unison and matching.</p> <p>I can apply a canon into my movements when performing as a character reacting to a discovery.</p> <p>I can extend my dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p>I can create a performance, which will included stage presence, timing, rhythm and sustaining character.</p>	<p>I can use tactical play (creating space) to win a point.</p> <p>OAA- Orienteering I can understand the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> <p>I can use a map to follow a route.</p> <p>I can orientate a map, locate points on the map, then travel to them and record what they find.</p> <p>I can orientate a map and locate points on the map in a set order.</p> <p>I can follow a given route to reach as many points as possible in an allocated time.</p>	<p>prevent the batter from scoring.</p> <p>Athletics- Throwing and Jumping</p> <p>I can explore the differences between throwing for accuracy and throwing for distance.</p> <p>I can throw a primary school javelin and know how I can use my body to throw with greater distance.</p> <p>I can throw a primary school shot put and know how they can use my body to throw with greater distance.</p>
Computing	<p>The Internet</p> <p>I can describe how networks physically connect to other networks</p> <p>I can recognise how networked devices make up the internet</p>	<p>Programming – Repetition in Shapes</p> <p>I can program a computer by typing commands (in a text-based language)</p> <p>I can write an algorithm to</p>	<p>Photo Editing (Link to History)</p> <p>I can identify changes that can be made to images</p> <p>I can explain the effect that editing can have on an image</p>	<p>Programming – Repetition in Games</p> <p>I can develop the use of count-controlled loops in a different programming environment</p> <p>I can modify loops to produce a given outcome</p>	<p>Audio Editing for Podcasts (Link to Science and Literacy)</p> <p>I can identify that sound can be digitally recorded</p> <p>I can name devices that can record and play sound</p>	<p>Data Loggers</p> <p>I can identify data that can be gathered over time</p> <p>I can use a digital device to collect data</p> <p>I can explain that a data logger collects 'data'</p>




	<p>I can explain how websites can be shared via the World Wide Web</p> <p>I can create media which can be found on websites</p> <p>I can recognise how the content of the WWW is created by people</p> <p>I can explain that there are rules to protect content</p> <p>I can evaluate the consequences of unreliable content</p>	<p>produce a given outcome</p> <p>I can test my algorithm in a text-based language</p> <p>I can explain what 'repeat' means</p> <p>I can use a count-controlled loop to produce a given outcome</p> <p>I can change the number of times a task is repeated</p> <p>I can choose which values to change in a 'loop'</p> <p>I can decompose a task into small steps</p> <p>I can create a program and develop it by debugging it</p>	<p>I can change the composition of an image</p> <p>I can consider that changes to images might be made</p> <p>I can give examples of positive and negative effects that retouching can have on an image</p> <p>I can choose appropriate tools to edit an image</p> <p>I can sort 'fake' or 'real' images</p> <p>I can evaluate how changes can improve an image</p>	<p>I can explain that in programming there are infinite loops and count-controlled loops and I can choose when to use both</p> <p>I can develop a design that includes 2 or more loops which run at the same time</p> <p>I can modify an infinite loop</p> <p>I can design a project that includes repetition</p> <p>I can evaluate and refine the algorithm in my design</p>	<p>I can identify inputs and outputs to play audio or record sound</p> <p>I can use a digital device to record sound</p> <p>I can plan and write content for a podcast</p> <p>I can save and open a digital recording as a file</p> <p>I can edit an audio recording</p> <p>I can choose suitable sounds to include in a podcast</p> <p>I can evaluate editing choices made and suggest improvements</p>	<p>points' from sensors over time</p> <p>I can talk about data captured</p> <p>I can import a data set</p> <p>I can use a computer to sort data</p> <p>I can identify data needed to answer questions</p> <p>I can interpret data</p> <p>I can explain the benefits of using a data logger</p>
Art / DT	<p>DT Textiles Fastenings</p> <p>Identify and evaluate different types of fastenings</p> <p>Design a product to meet a design criteria that includes a fastening</p> <p>Make, test and alter a paper template</p> <p>Assemble their book jacket</p> <p>Evaluate based on the design criteria</p>	<p>DT Electric Systems Torches</p> <p>Learn about electrical items and how they work</p> <p>Identify electrical conductors and insulators</p> <p>Analyse and evaluate electrical products</p> <p>Design a torch which satisfies both the design and success criteria</p> <p>Make a working torch with a circuit and a switch</p> <p>Evaluate the torch against the design criteria</p>	<p>Art- Formal Elements of Art</p> <p>Develop a range of mark-making techniques</p> <p>Experiment with charcoal to create different textures and effects</p> <p>Create patterns using printing techniques</p> <p>Make their own stamp using geometric and mathematical shapes</p> <p>Apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern</p> <p>Use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern</p>	<p>DT Structures Pavilions</p> <p>Create a range of different shaped frame structures</p> <p>Know what a pavilion is</p> <p>Design a framed structure</p> <p>Build a free-standing structure</p> <p>Add cladding to a frame structure</p> <p>Evaluate my frame structure</p>	<p>Art- Sculpture</p> <p>Create a musical instrument from recycled materials</p> <p>Decorate musical instruments from recycled materials</p> <p>Create a collage in the style of an artist</p> <p>Create a sculpture in the style of El Anatsui using recycled materials</p> <p>Create a sculpture in the style of sculptor Sokari Douglas Camp</p>	<p>Art- Art and Design Skills</p> <p>Know lenticular printing gives an optical illusion</p> <p>Know that this illusion is created using two images</p> <p>make my own willow pattern design by:</p> <ul style="list-style-type: none"> • drawing the three parts of my story • using undiluted ink to add detail • using a water wash to add lighter tones • adding an outline to my plate <p>Draw a design for a three-dimensional piece</p> <p>Use tools and my hands to carve, model and refine my sculpture</p> <p>Paint in the style of a famous artist by copying some of their techniques</p>



						<p>Understand the role of a curator and to create an exhibit</p> <p>Arrange and draw a still-life image from observation</p>
PSHE	Being Me in My World <p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	Celebrating Difference <p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	Dreams and Goals <p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	Healthy Me <p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	Relationships <p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	Changing Me <p>Unique me</p> <p>Keeping healthy</p> <p>Girls and puberty</p> <p>Circles of change</p> <p>Accepting change</p> <p>Looking ahead</p>
Music						
French						
Trips/Experiences	<p>British Museum – Ancient Greeks (History)</p>	<p>Soanes Centre – Electric circuits workshop (Science)</p> <p>Theatre trip?</p>	<p>Westminster Abbey -Christian Life and Worship tour (RE)</p>	<p>Trip to Epping Forest (Geography)</p>	<p>Roman ruins & Guildhall – Romans (History)</p>	<p>St Paul's Cathedral – Mosaic workshop (Art)</p>



Year 5						
Big Question 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Science-fiction narrative (Robot Girl) Non-Fiction: News report (Curiosity-The Story of Mars Rover)	Fiction: Legend (Beowulf) Non-Fiction: NC report (linked to History) Poetry: Kennings	Fiction: Viking mythology (Tales of Odin, Thor and Lok) Non-Fiction: NC report/Debate (linked to History, comparisons)	Fiction: Writing own version of Grimm Fairy tale (Lost and Found) Non-Fiction: Instructions (linked to Literacy/DT) Poetry: Cinquains	Fiction: recounts (Jungle Book or The Explorer) Non-Fiction: Discussion text (linked to Geography)	Fiction: Adventure narrative (1001 Arabian Nights) Non-Fiction: link to History
History / Geography	Map it! (The UK) I can name and locate countries and cities of the UK, geographical regions, human and physical characteristics and key topographical features inc. Hills, mountains, coasts and rivers. I can use maps, atlases, globes and digital mapping describe features studied I can use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map. I can use the eight points of a compass to build knowledge of the United Kingdom and the wider world.	The Anglo Saxons I can ask and answer questions to find out why the Anglo Saxons came to England I can explain how the Anglo-Saxons shaped life in Britain	The Vikings I can compare and contrast two periods of British history (the Anglo-Saxons and the Vikings) I can use timelines to show the history of Britain, from the Romans to the Vikings I can describe the Vikings invasions, the struggle for power, and the impact this had on life in Britain	Enough for Everyone I can describe and understand key aspects of key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop in the context of what settlers need. I can name and locate the counties and cities of the UK geographical regions and identify human and physical characteristics, key topographical feature and their land use pattern that have changed over time in the context of UK power stations.	South America I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn I can describe and understand physical geography, including: climate zones, biomes I can understand key aspects of human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	The Golden Age of Islam – Baghdad and Cordoba I can describe the achievements of Islamic scholars and explain why the significance of their achievements I can identify similarities between Ancient Greek and Islamic scholars I can compare and contrast two periods of history which took place simultaneously



	I can start to use 4-figure grid references					
Science	<p>Earth and Space</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p>Properties and Changes of Materials</p> <p>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>I know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>Forces</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Super Scientists & Innovative Inventors</p> <p><i>Plans can be adapted to focus on the needs identified over the year.</i></p>	<p>Living Things And their habitats</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants and animals.</p>	<p>Animals inc. Humans</p> <p>I can describe the changes as humans develop to old age. (SRE)</p>



		I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.				
R.E.	<p>What would Jesus do?</p> <p>I can outline Jesus' teaching on how his followers should live</p> <p>I can explain the impact Jesus' example and teachings might have on Christians today</p> <p>I can offer interpretations of Jesus' parables and say what they might teach Christians</p> <p>I can express my own understanding of what Jesus would do in relation to a moral dilemma from the world today</p>	<p>Why do some people believe that God exists?</p> <p>I can present different views on why people believe in God or not</p> <p>I can outline clearly a Christian understanding of what God is like</p> <p>I can express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>I can discuss examples of ways in which believing in God can be valuable and challenging</p>	<p>If God is everywhere why go to place of worship?</p> <p>I can select and describe the most important functions of a place of worship for a community</p> <p>I can present ideas about the importance of people in a place of worship, rather than the place itself</p> <p>I can give examples of how places of worship support believers in difficult times</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</p> <p>I can make connections between key functions of the mosque and the beliefs of Muslims</p> <p>I can describe the forms of guidance a Muslim uses and make comparisons to our own lives</p> <p>I can describe and reflect on the significance of the Holy Qur'an to Muslims</p>	<p>Anti-racist unit</p> <p>I can describe simply two examples of racism, describing what is unfair or unjust in each case</p> <p>I can choose some examples of the teaching of sacred texts about justice and say what I think about the meanings of these texts</p> <p>I can describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples</p>	<p>Anti-racist un</p> <p>I can discuss three or more suggested ways of reducing prejudice and racism.</p> <p>I can express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art) it</p>
PE	<p>Games – Netball</p> <p>I can use passing and moving skills, refining these skills and applying them into game situations.</p> <p>I can apply my understanding of the rules of the game by officiating and playing in mini games.</p>	<p>Games – Football</p> <p>I can refine my dribbling and passing skills, combining these skills together to maintain possession.</p> <p>I can explain how to defend when my team are not in possession.</p>	<p>Games- Tag Rugby</p> <p>I can refine my passing and moving skills to create an attack that results in a try.</p> <p>I can use different passing styles (miss pass), which can be used to outwit</p>	<p>Games- Hockey</p> <p>I can refine my dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.</p> <p>I can develop my knowledge and understanding of defending, (marking, tackling and blocking) and how this is</p>	<p>Games- Rounders</p> <p>I understand the role of the batting and fielding team.</p> <p>I can develop my understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team.</p>	<p>Games- Cricket</p> <p>I can explain where, when and why they can apply different physical and cognitive skills when batting to score runs.</p> <p>I can explain where, when and why I can apply different physical and thinking skills when bowling to prevent the batters from scoring runs.</p>



	<p>I can explain how my role changes and I become a defender as soon as I lose possession of the ball.</p> <p>I can explain the difference between attacking and defending positions.</p> <p>I can explain where and why other passing styles will be effective.</p> <p>Gymnastics – Counter balances and counter tension</p> <p>I can explore the concept of counter balance.</p> <p>I can perform counter balances on apparatus and explore how to move out of them and off the apparatus.</p> <p>I can explore the concept of counter tension.</p> <p>I can create a sequence demonstrating counter balance and counter tension.</p>	<p>I can develop my defending skills; tackling, pressuring and marking.</p> <p>I can develop my shooting, applying this into game situations and when pressure is applied by a defender.</p> <p>I can apply my prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.</p> <p>I can begin to develop an understanding of the rules (laws) of football and will start to take responsibility for officiating games.</p> <p>Health Related Exercise</p> <p>I can explain 4 health related assessments and record my scores, ready to compare them against my scores recorded at the end of the programme in week 6.</p> <p>I can explain the functions of the cardiovascular system and how aerobic fitness affects our bodies.</p> <p>I can explain the meaning of flexibility and how flexibility affects our bodies.</p> <p>I can explain the meaning</p>	<p>defenders to score a try.</p> <p>I can use different passing styles (loop pass), which can be used to outwit defenders to score a try.</p> <p>I can explain how to defend in tag rugby.</p> <p>I can use basic defending tactics and formations, which can be applied to prevent the attackers from scoring.</p> <p>Games-Badminton</p> <p>I can explain how we can win a game of badminton.</p> <p>I know when and where to play the forehand shot.</p> <p>I know when and where to play the backhand shot</p> <p>I know how to create space to win a point.</p> <p>I can explain how players can control the game from the beginning (serve) by thinking about how and where to serve.</p>	<p>applied during a game to prevent attacking opportunities.</p> <p>I can refine my shooting skills, applying this into game situations.</p> <p>I can explain where, when and why we shoot.</p> <p>I can explain the rules of hockey and will start to take responsibility for officiating their own games.</p> <p>I can apply prior learning of passing, dribbling and moving to create an attack that results in a shooting opportunity.</p> <p>OAA-Communication</p> <p>I can explain what makes an effective team.</p> <p>I can explain what makes an effective team leader.</p> <p>I can communicate within a team whilst developing different ways of communicating.</p>	<p>I can explain what happens if the batter misses the ball.</p> <p>I can tactically select players to play in positions that utilise their skills.</p> <p>I can apply prior knowledge of fielding and tactical thinking in games.</p> <p>Dance – Carnival</p> <p>I can create group movements selecting and applying choreography into a routine.</p> <p>I can create movements from a stimulus creating dances that use compositional principles.</p> <p>I can review, describe and evaluate dance performances.</p> <p>I can rehearse and perform dance sequences with technical control and a good sense of rhythm.</p>	<p>I can develop my fielding skills under pressure, applying these into mini games.</p> <p>I can explain how my role as a batter changes depending on the game situation.</p> <p>Athletics – Running</p> <p>I can use the correct technique used for sprinting.</p> <p>I can use my understanding of running for speed as part of a team.</p> <p>I can use the correct technique when running for distance.</p>
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		<p>of strength and how strength affects our bodies.</p> <p>I can explain what aerobic fitness is and how exercise affects our bodies.</p>				
Computing	<p>Gender Balance in Computing project</p> <p>I can describe careers in the STEM field</p> <p>I can discuss the impact & importance of computing in our lives</p> <p>I can prepare questions to ask a role model</p> <p>I can find out more about my preferred way of working</p> <p>I can research answers to questions</p> <p>I can create a presentation</p>	<p>Video Editing</p> <p>I can explain what makes a video effective</p> <p>I can use a digital device to record video</p> <p>I can capture video using a range of techniques</p> <p>I can create a storyboard</p> <p>I can improve a video through reshooting and editing</p> <p>I can consider the impact of choices made when making and sharing a video</p>	<p>Physical Computing</p> <p>I can build a simple circuit to connect to a computer</p> <p>I can write a program that includes count-controlled loops</p> <p>I can explain that a loop can stop when a condition is being met</p> <p>I can conclude that a loop can be used to repeatedly check whether a condition has been met</p> <p>I can design a physical project that includes selection</p> <p>I can create a controllable system that includes selection</p>	<p>Sharing Information</p> <p>I can explain that computers can be connected together to form systems</p> <p>I can recognise the role of computers in our lives</p> <p>I can recognise how information is transferred over the internet</p> <p>I can contribute to a shared project</p> <p>I can evaluate different ways of working together online</p>	<p>Vector Drawings</p> <p>I can identify drawing tools can be used to produce different outcomes</p> <p>I can create a vector drawing by combining shapes</p> <p>I can use tools to achieve a desired effect</p> <p>I recognise that vector drawings consist of layers</p> <p>I can group objects to make them easier to work with</p> <p>I can evaluate my vector drawing</p>	<p>Flat-file Databases</p> <p>I can use a form to record information</p> <p>I can compare paper and computer-based databases</p> <p>I can group and sort data to answer questions</p> <p>I can use tools to refine data</p> <p>I can explain how computer programs are used to compare data visually</p> <p>I can answer real-world questions</p> <p>Selection in Quizzes</p> <p>I can explain how selection is used in computer programs</p> <p>I understand that a conditional statement connects a condition to an outcome</p> <p>I can explain how selection directs the flow of a program</p> <p>I can design, create and evaluate a program that uses selection</p>
Art / DT	<p>Art- Art and design skills</p> <p>Use words to describe an object help my visual literacy skills in being able to draw the object</p> <p>Use fine control with a pencil to make a detailed and</p>	<p>Art Formal Elements Architecture</p> <p>Draw by interpreting forms from direct observation</p> <p>Compose a print from a larger observational drawing</p>	<p>DT Electrical Systems</p> <p>Explore, analyse and evaluate greeting cards</p> <p>Experiment and construct a functional series circuit</p> <p>Create a moodboard to help inspire and</p>	<p>DT Mechanical Systems Pop-up books</p> <p>Design a pop-up book with a mechanism</p> <p>Follow my design brief to make my pop-up book</p> <p>Use layers and spacers to cover</p>	<p>Art- Every Picture Tells a Story</p> <p>Evaluate and analyse creative work using the language of art, craft and design</p> <p>Create a symmetrical, abstract art form</p> <p>Create a message (with meaning)</p>	<p>DT Digital World Monitoring Devices</p> <p>Carry out research to develop design criteria</p> <p>Write a program to monitor the ambient temperature including an alert</p> <p>Generate creative and unique</p>



	<p>analytical observational drawing</p> <p>Design a new invention knowing that everything that is made starts with an idea, a drawing, a sketch, a design, etc.</p> <p>Successfully draw a portrait using the continuous line method</p> <p>Create a collage and draw this from observation</p> <p>Successfully upscale a drawing and paint accurately</p> <p>Use imagination and visualisation to create an original piece of artwork</p>	<p>Transform the look of a building in the style of a famous artist</p> <p>Design a building in an architectural style</p> <p>Design a monument</p>	<p>generate a range of design ideas</p> <p>Create my final electronic greeting card, compete with a functional series circuit</p> <p>Evaluate my product</p>	<p>the working of mechanisms</p> <p>Create a high-quality product suitable for a target user</p> <p>Evaluate my final product</p>	<p>using purely visual symbols</p> <p>Demonstrate the meaning of a piece of artwork through drama</p> <p>Develop ideas for 3D work through sketching, drawing and visualisation in 2D</p>	<p>micro:bit case, stand and/or housing ideas</p> <p>Learn about and practise 3D CAD skills</p>
PSHE	<p>Being Me in My World</p> <p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Celebrating Difference</p> <p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Dreams and Goals</p> <p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Healthy Me</p> <p>Smoking</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Relationships</p> <p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMART internet safety rules</p>	<p>Changing Me</p> <p>Inside body changes (Year 3)</p> <p>Self-and body image</p> <p>Girls' and boys' puberty</p> <p>Looking ahead</p> <p>Looking ahead to Year 6</p>
Music						
French						
Trips/experiences	Planeterium (Science)	Theatre trip	Science Museum – Forces workshop (Science)	East London Mosque (RE)	Wallace Collection – Printing Workshop (Art)	Gorsefield Residential (PSHE)





Year 6						
Big Question 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Playscripts (Shakespeare) Poetry: Performance poetry/Monologues	Fiction: Narrative (The Arrival) Non-Fiction: Issues and dilemmas (Unforgotten Coat) Poetry: Kennings	Fiction & Non-Fiction writing: Recounts and reports (Children of the Benin Kingdom) Fiction: Own version of narrative (past/present) (Boy In The Tower)	Fiction: Narrative sequel (The Promise) Non-Fiction & Poetry: Discussion text & poetry (Can We Save The Tiger?)	Fiction: Narrative flashback (Street Child) Non-Fiction: Biographies (linked to Science/ Computing)	Fiction: New chapters (A Beautiful Lie) Transition unit: Poetry (Some Places More Than Others)
History / Geography	London in the 16th -19th Century I am building on my knowledge of British history I can identify Greek and Roman influences in 16 th century art and culture I can use a range of sources to build a picture of what life was like in London in the 16 th century I can construct timelines of British history, from the Romans to the 19 th century I can ask and answer questions about change and causality I can describe the impact the Isle of Dogs and the river Thames had on trade and culture 18 th Century I can describe the impact of colonialism from 16 th - 18 th century	Map It! (Americas) I can use maps, atlases and digital/computer mapping to locate the countries and describe the features studied in the context of the Americas. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of the Americas. I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the Americas.	The Kingdom of Benin I can use timelines to map key events and describe their impact on a civilization I can describe the cause of historically significant events I can use a range of sources to build a picture of what life was like at the height of the Benin kingdom	Our Changing World I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather in the context of erosion and weathering. I can name and locate the counties and cities of the UK geographical regions and identify human and physical characteristics, key topographical feature and their land use pattern that have changed over time in the context of the coastal features.	WW2	Europe/Asia I can use maps, atlases and digital/computer mapping to locate the countries and describe the features studied in the context of Europe. I can compare geographical similarities and differences through the study of the human and physical geography of a region in the United Kingdom and a region of Europe in the context of comparing landscapes. I can understand and describe the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Science	Electricity	Living Things and their Habitats	Animals inc. Humans	Evolution and Inheritance	Super Scientists &	Light



	<p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p>	<p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Innovative Inventors</p> <p><i>Plans can be adapted to focus on the needs identified over the year.</i></p>	<p>I can recognise that light appears to travel in straight lines.</p> <p>I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
R.E.	<p>What do religions say to us when life gets hard?</p> <p>I can raise questions and suggest answers about life, death, suffering and what matters most in life</p> <p>I can express ideas about how and why religion can help believers when times are hard</p> <p>I can outline Christian, Hindu and/or non-religious beliefs about life after death</p>	<p>What do religions say to us when life gets hard?</p> <p>I can explain some similarities and differences between beliefs about life after death</p> <p>I can explain some reasons why Christians and Humanists have different ideas about an afterlife</p>	<p>What matters most to Christians and Humanists?</p> <p>I can express my own ideas about big moral concepts and make comparisons with the ideas of others</p> <p>I can describe some Humanist values simply</p> <p>I can describe what Christians mean about humans being made in the image of God and being 'fallen'</p> <p>I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult</p> <p>I can describe some Christian values simply</p>	<p>Is it better to express your religion in arts & architecture or in charity & generosity?</p> <p>I can describe and make connections between examples of religious creativity</p> <p>I can show understanding of the value of sacred buildings and art</p>	<p>Is it better to express your religion in arts & architecture or in charity & generosity?</p> <p>I can apply ideas about values from scriptures to the title question</p> <p>I can suggest reasons why some believers see generosity and charity as more important than buildings and art</p>	<p>What difference does it make to believe in Ahimsa, Grace and Ummah?</p> <p>I can make connections between beliefs and behaviour in different religions</p> <p>I can consider similarities and differences between beliefs and behaviour in different faiths</p> <p>I can make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion</p> <p>I can make connections between beliefs and behaviour in Islam</p> <p>I can outline the challenges of being a Muslim</p>



						/Hindu/Christian in Britain today I can make connections between beliefs and behaviour in Hindu religions I can make connections between belief in ahimsa and teachings and sources of wisdom in Hindu religion I can make connections between belief in grace of God teachings and sources of wisdom in the 3 religions
PE	Dance The Circus Y5 I can explore the social divide and prejudices that existed in the 19th century through movement. I can demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation. I can create movements that represent a variety of different circus performers. I can perform movements to distinguishing between the different performers through clear movements and expression. I can consolidate my performance utilising props and apparatus to extend characterisation and expression.	Invasion: Football I can consolidate my ability to use passing, dribbling and moving skills to keep possession and score. I can consolidate my understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games. I can use my knowledge and understanding of defending and how different tactics can be applied during a game to prevent attacking opportunities. I can create, organise and apply formations when defending and attacking into game situationS. I can manage my team selecting players to play in certain positions and understand what skills and attributes are required to be	Invasion: Basketball I can consolidate my use of passing, dribbling and moving skills to keep possession and score. I can use my prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot. I can develop my understanding of the terminology relating to defending. I can consolidate my understanding of attacking tactics applying them into game situations. I can consolidate my understanding of defensive tactics, applying them to game situations. Dance The Titanic I can create balances and movements that represent The Titanic. I can use levels and characterisation to differentiate between each of the different social classes. I can develop group movements selecting and applying choreography into a routine.	Invasion: Dodgeball I can explain where we stand on the court when throwing the ball which results in us hitting our opponent. I can explain where we stand on the court to reduce the chances of our opponents hitting us with the ball. I can explain why we need to quickly transition from attack to defence and defence to attack when playing dodgeball. I can take turns to officiate dodgeball games. OAA Orienteering I can use a key correctly to help navigate. I can orientate a map, locate points on the map, then	Striking & Fielding Rounders I can explain my role and my team's roles when batting and fielding. I can use my knowledge of fielding tactics and consider when, where and why I will apply these during a game. I can explain what happens if the batter hits the ball backwards. I can explain tactics which batters can apply during the game. Net / Wall Badminton I know different forehand and backhand shots that can be played during a game. I know when, where and why I can play different forehand and	Striking & Fielding Cricket I can explain different techniques to use when batting. I can effectively apply a range of fielding skills and tactics into mini games. I can effectively apply a range of bowling skills and tactics into mini games. I can apply attacking and defensive tactics to mini games. Athletics I can use my understanding of running for speed in a competition. I can use my understanding of running for distance in a competition. I can use my understanding of throwing in a competition. I can use my understanding of jumping in a competition.



	<p>I can peer assess each others' work, making valid evaluations on performance, choreography, stage presence, timing, rhythm and sustaining character.</p> <p>Health Related Exercise</p> <p>I can explain 4 health related assessments and record my scores, ready to compare them against my scores recorded at the end of the programme in week 6.</p> <p>I can explain the functions of the cardiovascular system and how aerobic fitness affects our bodies.</p> <p>I can explain the meaning of flexibility and develop my flexibility</p> <p>I can explain the meaning of strength and develop my strength</p> <p>I can explain what aerobic fitness is and perform an aerobic circuit.</p>	<p>successful in these positions.</p> <p>Gymnastics: Matching & Mirroring</p> <p>I can explain the concept of matching.</p> <p>I can explain how the apparatus can change and improve my movements.</p> <p>I can explain the concept of mirroring.</p> <p>I can use matching and mirroring movements, to create a final sequence.</p>	<p>I can perform choreographed movements that incorporate emotion, expression and characterisation.</p> <p>I can review, describe and evaluate our dance performances.</p>	<p>travel to them and record what they find.</p> <p>I can orientate a map and locate points on the map in a set order.</p> <p>I can follow a the route I have been given to reach as many points as possible in an allocated time.</p>	<p>backhand shots during a game.</p> <p>I can explain different ways of outwitting an opponent to score a point.</p> <p>I can think tactically about which shot to play during a game, whilst playing with a partner.</p>	<p>I can make decisions about selecting which pupils compete in each event in an athletics competition.</p>
Computing	(Blocked in Autumn 2)	<p>Internet Communication</p> <p>I can use a search engine, refining my search and comparing results</p> <p>I can describe how search engines select results</p> <p>I can explain how search results are ranked</p> <p>I can recognise why the order of results is important, and to whom</p>	<p>Spreadsheets</p> <p>I can identify questions which can be answered using data</p> <p>I can explain that objects can be described using data</p> <p>I can explain that formulas can be used to produce calculated data</p> <p>I can apply formulas to data</p> <p>I can create a spreadsheet to plan an event</p> <p>I can choose suitable ways to present data</p>	<p>Programming – Variables</p> <p>I can define a 'variable' as something that is changeable</p> <p>I can explain why a variable is used in a program</p> <p>I choose how to improve a game by using variables</p> <p>I can design a project</p>	<p>3D Modelling</p> <p>I can use a computer to create and manipulate 3D digital objects</p> <p>I can use digital tools to modify a 3D object</p> <p>I can construct a digital 3D model of a physical object</p> <p>I can identify that physical</p>	<p>Programming – Sensing</p> <p>I can create a program to run on a controllable device</p> <p>I can explain that selection can control the flow of a program</p> <p>I can update a variable with a user input</p> <p>I can use a conditional statement to compare a variable to a value</p>



		<p>I recognise how we communicate using technology</p> <p>I can evaluate different methods of online communication</p> <p>Web Creation I can review an existing website and consider its structure</p> <p>I can plant features of a webpage</p> <p>I can consider the ownership and use of images (copyright)</p> <p>I recognise the need to preview pages</p> <p>I can outline the need for a navigation path</p> <p>I recognise the implications of linking to content owned by other people</p>		I can evaluate my project	<p>objects can be broken down into a collection of 3D shapes</p> <p>I can design, develop and improve a digital model by combining 3D objects</p>	<p>I can design a project that uses inputs and outputs on a controllable device</p> <p>I can develop a program to use inputs and outputs on a controllable device</p>
Art / DT	London Then and Now (2 Hours per week with an outside agency) Will need to be replaced next year with DT Textiles	Blocked in the first half term	<p>Art- Make my voice heard</p> <p>Create my own graffiti tag and my tag will include:</p> <ul style="list-style-type: none"> ◦ block letters ◦ serifs ◦ two contrasting colours <p>Add a 3D shadow to their tag</p> <p>Use Käthe Kollwitz as an inspiration to add to lines to a portrait to show an emotional expression</p> <p>Plan and create a drawn composition in the style of Picasso's 'Guernica'</p> <p>Create a sculpture of a head using clay</p> <p>Convey a message or emotion in sculpture by:</p> <ul style="list-style-type: none"> ◦ using clay sculpting tools ◦ adding facial features using additional pieces of clay and attaching these to the head 	<p>DT Food- Come Dine with me</p> <p>Research and design a three-course meal</p> <p>Write up a recipe</p> <p>Prepare ingredients and follow a recipe safely and sensibly</p> <p>Describe the process of 'Farm to Fork' for a given ingredient using a storyboard</p> <p>Contribute an attractive and easily understood recipe page to a class cookbook using imperative verbs, adjectives and illustrations</p>	<p>DT Structures Playgrounds</p> <p>Design a playground with a variety of structures</p> <p>Build play apparatus structures using the techniques demonstrated as well as prior knowledge of structures</p> <p>Test and adapt my design to improve it</p> <p>Use a range of materials to reinforce and add decoration to my structures</p> <p>Create surrounding landscape features using a range of materials</p>	<p>Art Photography</p> <p>Create a photo montage using secondary source photographs</p> <p>Use text and image together to create meaningful and powerful photo posters as a 'truism'</p> <p>Understand abstract art through photography</p> <p>Develop a self portrait from a photograph and translate it into a drawing</p> <p>Replicate the mood and expression of a painting through photography</p>



				Understand where their food comes from Evaluate their three-course meal	Evaluate my final product	
PSHE	Being Me in My World Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me My self-image Puberty Babies - conception to birth Conception (Year 5) Boyfriends/girlfriends Real self and ideal self The year ahead
Music						
French						
Trips/ experiences	Visit to BCG, Canary Wharf Shakespeare Company (Literacy) Canal-Riverside Docklands project (Art)	Junior Citizenship (PSHE)	Place of worship (RE) Healthy Heart workshop (Science) Contact Sara Waite or Samantha Cliffe at bartshealth.elope@nhs.net	Natural History Museum (Science)	Imperial War Museum (History)	End of Year trip tbc

