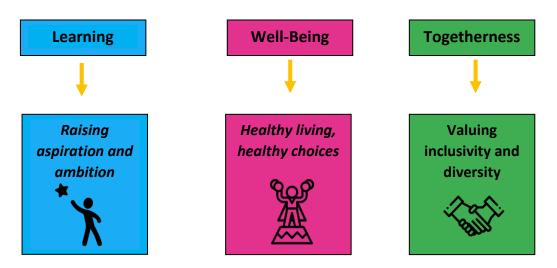


## 2021.22 Wider Curriculum

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:

		Н	istory / Geogra	phy		
	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	<b>Volcanoes</b>	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 <sup>th</sup> -19 <sup>th</sup> 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?)			

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



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

			Art / DT			
	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 – <b>Textiles</b> Pouches	DT – <b>Structures</b> - Baby Bear's Chair	Art – Human Form Kapow	DT – <b>Food</b> 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 – <b>Food</b> : Eating Seasonally, Kapow (Links to science, plants)	Art – Formal Elements of Art, Kapow (If possible, link to Egyptian art)	DT - <b>Digital World:</b> Electronic Charms, Kapow
Year 4	DT – <b>Textiles</b> - 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- <b>Digital World</b> - 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- <b>Food:</b> Come Dine With Me Kapow	DT- <b>Structure</b> : 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	preferences People who help us	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
Years 2	Hopes and fears for the	stereotypes about	Achieving realistic goals	Motivation Healthier	Different types of	Life cycles in nature
	year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	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	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	Keeping safe online and who to go to for help Being a global citizen Being aware of how	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	Judging by	Creating new, realistic	Alcohol	Memories of loved	Confidence in change
	and democracy (school	appearance	dreams	Assertiveness	ones	Accepting change
	council)	Accepting self and	Achieving goals	Peer pressure	Getting on and Falling	Preparing for
	Rewards and	others	Working in a group	Celebrating inner	Out	transition
	consequences	Understanding	Celebrating	strength	Girlfriends and	Environmental
	Group decision-making	influences	contributions	J	boyfriends	change
	Having a voice	Understanding	Resilience		Showing appreciation	
	What motivates	bullying	Positive attitudes		to people and animals	
	behaviour	Problem-solving				
		Identifying how				
		special and unique				
		everyone is				
		First impressions				
Years 5	Planning the	Cultural differences	Future dreams	Smoking	Self-recognition and	Self- and body image
	forthcoming year	and how they can	The importance of	Alcohol	self-worth	Influence of online
	Being a citizen	cause conflict	money	Alcohol and anti-social	Building self -esteem	and media on body
	Rights and	Racism	Jobs and careers	behaviour	Safer online	image
	responsibilities	Rumours and name-	Dream job and how to	Emergency aid Body	communities	Puberty for girls
	Rewards and	calling	get there	image Relationships	Rights and	Puberty for boys
	consequences	Types of bullying	Goals in different	with food	responsibilities online	Growing
	How behaviour affects	Material wealth and	cultures	Healthy choices	Online gaming and	responsibility
	groups	happiness	Supporting others	Motivation and	gambling	Coping with change
	Democracy, having a	Enjoying and	(charity)	behaviour	Reducing screen time	Preparing for
	voice, participating	respecting other	Motivation		Dangers of online	transition
		cultures			grooming	
					SMARRT internet	
					safety rules	
Years 6	Identifying goals for the	Understanding	Personal learning goals,	Taking personal	Mental health	Self-image
	year	disability	in and out of school	responsibility	Identifying mental	Body image
	Global citizenship	Power struggles	Success criteria	How substances affect	health worries and	Puberty and feelings
	Children's universal	Understanding	<b>Emotions in success</b>	the body	sources of support	Conception to birth
	rights	bullying	Making a difference in	Exploitation, including	Love and loss	Reflections about
	Feeling welcome and	Inclusion/exclusion	the world Motivation	'county lines' and gang	Managing feelings	change
	valued	Differences as	Recognising	culture	Power and control	Physical attraction
	Choices, consequences	conflict, difference	achievements	Emotional and mental	Assertiveness	Respect and consent
	and rewards	as celebration	Compliments	health		Boyfriends/girlfriends
	Group dynamics	Empathy		Managing stress	Take responsibility	Transition
	Democracy, having a				with technology us	
	voice					
	Anti-social behaviour					
	Role-modelling					

			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	Autı	umn 1	Autı	ımn 2	Spr	ring 1	Sį	oring 2	Sum	ımer 1	Summer 2	
Rec		motion: and Jumping	Ball Skill	s Hands 1	High, L	nastics: .ow, Over, nder	Dance Ball Skills Feet Nursery Rhymes		Games Fc	Games For Understanding		
Year 1	Locomotio n: Running	Gymnastics: Wide, Narrow, Curled	Ball Skills Hands 1	Gymnas tics: Body Parts	Ball Skills Feet	Dance: Growing	Ball Skills Hands 2	<b>Dance:</b> The Zoo	Locomotio n: Jumping	Games For Understand ing	Team Building	Health and Wellbeing
Year 2	Locomotio n: Dodging	<b>Gymnastics</b> : Linking	Ball Skills Hands 1	Gymnas tics: Pathwa ys	Ball Skills Feet	Dance: Water	Ball Skills Hands 2	Dance: Explorers	Locomotio n: Jumping	Games For Understand ing	Team Building	Health and Wellbeing
Mixe d Year 1/2	Locomotio n: Running	Swimming	Ball Skills Hands 1	Swim ming	Swimm ing	Gymnastic s: Wide, Narrow, Curled	Ball Skills Hands 2	Swimming	Locomotio n: Jumping	Swimm ing	Swimm ing	Dance Explorers
Year 3	Invasion: Netball	<b>Gymnastics</b> Symmetry & Asymmetry	Invasi on Hand ball	OAA: Commu nication	Invasion : Basketb all	<b>Dance</b> Wild Animals	Invasi on: Tag Rugby	Dance: Weather	<b>Net / Wall</b> Tennis	Health Related Exercise	Striking & Fielding Rounder S	Athletics Running
Year 4	Invasion: Dodgeball	Dance – The Greeks	Invasi on Hand ball	OAA:  Proble  m  solving	Invasion : Basketb all	<b>Gymnastic</b> s: Bridges	Invasi on: Hocke y	Dance: Space	<b>Net / Wall</b> Tennis	Health Related Exercise	Striking & Fielding Rounder S	Athletics Throwing and Jumping
Year 5	Invasion: Netball	Gymnastics:  Counter Balance and Counter Tension	Invasi on: Footb all	Health Related Exercise	Invasion : Tag Rugby	Net / Wall Badminton	Invasi on: Hocke y	OAA: Orienteerin g	Striking & Fielding Rounders	Dance Carnival Y6	Striking & Fielding Cricket	Athletics Running
Year 6	Dance The Circus Y5	Health Related Exercise	Invasi on: Footb all	Gymnas tics: Matchin g & Mirrori ng	Invasion : Basketb all	Dance: Titanic	Invasi on: Dodg eball	OAA: Orienteerin g	Striking & Fielding Rounders	Net / Wall Badminton	Striking & Fielding Cricket	Athletics

- KS1 Swimming
- KS2 Swimming tbc



Big Question			Year 1			
PRE CUESTION						
S MANNER						
E E						
45 V						
***						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fiction: Writing own	Fiction: Writing a	Fiction: Stories	Fiction: Writing	Fiction: Alternative	Fiction: Where
	version of story	story sequel Non-Fiction: NC	with familiar	own version of	ending to traditional	the Wild Thing
	(NNB) Non-Fiction: Labels &	reports (linked to	settings Non-Fiction:	story (Lost and Found)	tale; story opening Non-Fiction:	Are Non-Fiction: N
	Captions	RE)	Letters (link to	Non-Fiction: Diary	Instructions (linked	report (linked
	Poetry: Poems on a	Poetry: Poems on	History)	entries	to Science/DT)	Science)
	theme	the senses	Poetry: Personal	Poetry:	,	Poetry: Patter
			responses to	Performance		and rhyme
			poems	poetry		
History /	Living in the past	Map It!	Queen	Weather	Local Area Study	Great Sea
Geography	(families, toys,	Our School and	Elizabeth II		(oceans/coasts/	Explorers
	homes, using	Our City	(significant	I can identify	beaches)	
	photos & other	•	women)	and describe the	-	(Link to Ma
	sources (personal	I can use aerial	1	seasons	I can describe	it! Autumn
	families)	photographs to	I can begin to		local area of my	
		recognise	use a timeline	I can identify	school and its	(Christoph
	I can use common	landmarks	1	daily weather	grounds	Columbus
	words relating to		I can describe	patterns in the	9	Matthew
	the past	I can devise a	events that	UK	I can compare my	Henson)
		simple map	happened a		local area to a	
	I can identify		short time ago	I can locate hot	contrasting area	I can place
	similarities and	I can use and	and a long time	and cold areas of	0	events in th
	differences	construct basic	ago	the world		order the
	between different	symbols in a key	480	life World	I can identify	happened
	periods	Symbols in a key	I can ask and		similarities and	паррепес
	perious	l can use	answer	I can locate the	difference	
	I can ask and	locational and	questions	Equator and the		I can descri
		directional	questions	North and South	amongst key	the actions
	answer questions		Lean name	Pole on a	physical and human features in	
		language (e.g.	I can name			people in the
	I can name some	near and far, left	some ways we	map/globe	surrounding area	past
	ways we can find	and right) to	can find out		and explain what	
	out about the past	describe the	about the past		makes a locality	I can retel
		location of			special	stories abo
		features and	I can talk about			the past
		routes on a map	the		I can use the 4	
			achievements		points of a	
			of Queen		compass	
			Elizabeth II and			
			historical		I can use	
			events		locational and	
			1		directional	
			ĺ.	1	language to	
					describe the	
					describe the location of	
					location of features	
					location of features I can devise a	
					location of features I can devise a simple map with	
					location of features I can devise a	
					location of features I can devise a simple map with	
					location of features I can devise a simple map with symbols	
					location of features  I can devise a simple map with symbols  I can use	
					location of features  I can devise a simple map with symbols  I can use locational and	
					location of features  I can devise a simple map with symbols  I can use locational and directional	
					location of features  I can devise a simple map with symbols  I can use locational and directional language to	

Science	Humans  I can identify, name, draw and label the basic parts of the human body  I can say which part of the body is associated with each sense  I can use my senses to compare different textures, sounds and smells	Seasonal Changes (Autumn and Winter)  I can observe changes across the Autumn & Winter seasons.  I can observe and describe weather associated with the seasons and how day length varies.	Everyday Materials  I can distinguish between an object and the material from which it is made.  I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  I can describe the simple physical properties of a variety of everyday materials.  I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	Seasonal Changes (Spring and Summer)  I can observe changes across the Autumn & Winter seasons.  I can observe and describe weather associated with the seasons and how day length varies.	Plants (in the local area)  I can Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  I can Identify and describe the basic structure of a variety of common flowering plants, including trees.	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.  I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
R.E.	How and why do w and sacre  I can identify som celebe Christmas/Easter/I and some ways a fer in another received in another received christmas (Easter/I and a festival in another why these are impossible to a festival sand a storm another.  I can ask questions a about stories to defectivals and a storm another.  I can collect examp do, give, sing, remer at the religious celebrations and say why they not celebrations.  I can suggest me symbols and action celebrations.  Easter/Christmas, Chul-Fill can identify som differences between study.	e ways Christians orate Harvest/Pentecost stival is celebrated eligion (A1).  s connected with Harvest/Pentecost ther religion and say ortant to believers and suggest answers do with Christian y from a festival in religion les of what people mber or think about ebrations studied, natter to believers anings for some as used in religious s, including annukah and/or Eidritr  e similarities and an the celebrations	I can recognise symbols of beloown experience, at least one of suggesting what and why they much an infant baptism suggest what symbour an identify two they belong to they belong to they get an identify and belocommunities, respective differences.	and name some origing from their for Christians and other religion, these might mean atter to believers account of what oditional Christian /dedication and the actions and olls mean ways people show each other when the married of examples of coen different people of the coen d	Who is a Christian and what do they believe?  I can talk about some simple ideas about Christian beliefs about God and Jesus  I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means  I can talk about issues of good and bad, right and wrong arising from the stories  I can ask some questions about believing in God and offer some ideas of their own	What makes some places sacred?  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  I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe  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
						I can ask good questions during a school visit about what happens in a church, synagogue or mosque
						I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising
						I can show that they have begun to be aware that some people regularly worship God in
						different ways and in different
						places
Computing	Technology	Moving Robots	Digital Writing	Grouping Data	Digital Painting	Animated
Computing	Technology Around Us	_	(Link to	Grouping Data (Link to Science) I can label	Digital Painting (Link to Art) I can make marks	
Computing	Around Us I can explain how	I can predict the outcome of a	(Link to History) I can open a	(Link to Science)	(Link to Art)	Animated Stories
Computing	Around Us  I can explain how technology helps	I can predict the outcome of a command on a	(Link to History) I can open a computer/	(Link to Science) I can label objects	(Link to Art) I can make marks and lines on a screen	Animated Stories I know the difference
Computing	Around Us I can explain how	I can predict the outcome of a	(Link to History) I can open a	(Link to Science) I can label objects I can count and	(Link to Art) I can make marks and lines on a screen I can use shape	Animated Stories  I know the difference between
Computing	Around Us  I can explain how technology helps	I can predict the outcome of a command on a	(Link to History) I can open a computer/	(Link to Science) I can label objects	(Link to Art) I can make marks and lines on a screen	Animated Stories I know the difference
Computing	I can explain how technology helps us I can give examples of	I can predict the outcome of a command on a device  I can run a command on a	(Link to History) I can open a computer/ Chromebook I can identify and find keys	(Link to Science) I can label objects I can count and group objects I can describe	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures	Animated Stories  I know the difference between traditional
Computing	I can explain how technology helps us  I can give examples of technology in the	I can predict the outcome of a command on a device I can run a	(Link to History) I can open a computer/ Chromebook I can identify	(Link to Science) I can label objects I can count and group objects I can describe objects based on	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures I can choose	Animated Stories  I know the difference between traditional books and e- books
Computing	I can explain how technology helps us I can give examples of	I can predict the outcome of a command on a device  I can run a command on a	(Link to History) I can open a computer/ Chromebook I can identify and find keys	(Link to Science) I can label objects I can count and group objects I can describe	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures	Animated Stories  I know the difference between traditional books and e-
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the	I can predict the outcome of a command on a device  I can run a command on a device	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures I can choose appropriate	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures I can choose appropriate colours and shapes	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes I can create a	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold,	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes I can create a picture in the style of an artist	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes I can create a picture in the style of an artist I can spot	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes I can create a picture in the style of an artist	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence I can plan a	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type,	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change font	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share information	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and give my	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type,	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and give my	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type, delete and edit  I can move a cursor with arrow	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my program	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change font I can use 'undo'	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share information I can decide how	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and give my	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.  I can retrieve and open saved work.
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type, delete and edit  I can move a	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my program  I can problem-	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change font I can use 'undo' to make changes	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share information I can decide how	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and give my	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.  I can retrieve and open saved work.  I can add
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type, delete and edit  I can move a cursor with arrow	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my program  I can problem-	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change font I can use 'undo' to make	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share information I can decide how	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and give my	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.  I can retrieve and open saved work.
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type, delete and edit  I can move a cursor with arrow keys  I can create rules for using	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my program  I can problem-	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change font I can use 'undo' to make changes I can compare writing on paper to	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share information I can decide how	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and give my	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.  I can retrieve and open saved work.  I can add sound to the animation.
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type, delete and edit  I can move a cursor with arrow keys  I can create rules for using technology	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my program  I can problem-	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change font I can use 'undo' to make changes I can compare writing on paper to writing on a	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share information I can decide how	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures  I can choose appropriate colours and shapes  I can create a picture in the style of an artist  I can spot differences between painting on a computer and on paper, and give my	Animated Stories  I know the difference between traditional books and e- books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.  I can retrieve and open saved work.  I can add sound to the animation.  I can copy and
Computing	I can explain how technology helps us  I can give examples of technology in the classroom  I can name the main parts of a computer  I can switch on and log into a computer  I can use a mouse to click and drag  I can use a keyboard to type, delete and edit  I can move a cursor with arrow keys  I can create rules for using	I can predict the outcome of a command on a device  I can run a command on a device  I can follow an instruction  I can give direction  I can combine commands to make a sequence  I can plan a simple program  I can debug my program  I can problem-	(Link to History) I can open a computer/ Chromebook I can identify and find keys on a keyboard I can add and remove text I can use capital letters, bold, italic and underline I can select words and all text I can change font I can use 'undo' to make changes I can compare writing on paper to writing on a computer	(Link to Science) I can label objects I can count and group objects I can describe objects based on their properties I can group objects in different ways I can describe and compare groups of objects I can record objects in a group and share information I can decide how to group objects	(Link to Art) I can make marks and lines on a screen I can use shape and line tools to draw pictures I can choose appropriate colours and shapes I can create a picture in the style of an artist I can spot differences between painting on a computer and on paper, and give my preference	Animated Stories  I know the difference between traditional books and e-books  I can use different tools to draw a picture on the screen  I can add text and change colour, font and size of text.  I can save work.  I can retrieve and open saved work.  I can add sound to the animation.

						I can create pages.
						I can share my e-book with an audience.
A.t. / D.T.	Art- Formal	DT Standards	DT	DT Food- Fruits	Aut Landssanss	Aut Contations
Art / DT	Elements of Art	DT-Structures Constructing a Windmill	Mechanisms- Moving	and Vegetables	Art- Landscapes using different materials	Art- Sculpture and Collage- Living Things
	Experimenting		Storybook	Identify if a food		gg.
	with composition,	Include individual		is a fruit or a	Focusing on	Sketch a
	children create a piece of abstract	preferences and requirements in	Explore making mechanisms	vegetable.	composition, consider where to	pattern from observation
	art.	my design	focusing on	Identify where	place the horizon	before
			sliders and	plants grow (on	and tide lines	creating a
	Children arrange	Make a stable	their	trees or vines,	within their	sculpture from
	pieces of string to create different	structure following	movements including	above the ground, below	artwork.	clay, using etching skills.
	shapes then draw	instructions and	directional	the ground) and	Use a range of	eterning skins.
	these from	assembling so	language.	which parts we	materials, from	Design and
	observation, using pencils and chalk.	that it is secure.	Docien a	eat.	cardboard to foil,	create a 3-D
	penciis and chaik.	Assemble a	Design a moving story	Taste and	to replicate the textures found at	model of a creature.
	Listen to music	windmill turbine	book with three	compare fruit	the seaside.	0.00.00
	and work	with an axle that	pages,	and vegetables.		Collect
	expressively with a variety of media,	uses wind to turn and make the	background pictures,	Describe the	Using watercolours.	naturally found objects
	to create a single	machines inside	drawing the	appearance/feel,	create different	to create a 3D
	large piece of art.	work.	moving parts	smell and taste	tints, shades and	sculpture of
			and deciding	of fruits and	hues to paint the	interesting 
	Introduction to the primary	Evaluate my project according	where to use a slider.	vegetables.	background of their seaside	composition.
	colours of red,	to the design	silder.	Make a fruit and	scene.	Plan and
	blue and yellow	criteria and adapt	Construct a	vegetable		create the legs
	and learn how	my design.	moving picture	smoothie by	Over the top of	and body of
	they can be mixed to make		with a background, by	preparing fruit	the textured background, add	the spider as a piece of
	secondary colours.		drawing and	and vegetables and using a knife	colour using	collaborative
	-		cutting the	safely to cut and	poster paints to	artwork.
	Colour mixing to		moving parts,	chop.	complete their	Daint tha
	recreate their own versions of the		making sliders and putting all		artwork.	Paint the spider
	artwork '0-9' by		my parts	Evaluate my	Using their	sculpture, to
	artist Jasper Johns.		together to	final product.	watercolour	give it an
			create a moving picture.		background, add objects and images with	effect.
			Evaluate the		added detail and	
			finished		shading.	
			product by			
			reviewing the success of the			
			product by			
			testing it and			
			comparing it to the design			
			criteria.			
PSHE	Being Me in My	Celebrating	Dreams and	Healthy Me	Relationships	Changing Me
	World	Difference	Goals	Keeping myself	Belonging to a	Life cycles –
	Feeling special and safe	Similarities and differences	Setting goals	healthy	family	animal and human
	Doing your of -	Lindonetes di co	Identifying	Healthier	Making	Charrier
	Being part of a class	Understanding bullying and	successes and achievements	lifestyle choices	friends/being a good friend	Changing me
	61033	knowing how to	asevenients	Keeping clean	5000 menu	My changing
	Rights and	deal with it	Learning styles		Physical contact	body
	responsibilities	Making now	Working well	Being safe	preferences	David and the
	Rewards and feeling proud	Making new friends	Working well and celebrating	Medicine	People who help	Boys' and girls' bodies
	0, 222		achievement	safety/safety	us	Soules
	Consequences	Celebrating the	with a partner	with household		Learning and
	Owning the	differences in	Tackling new	items	Qualities as a friend and person	growing
	Learning Charter	everyone	challenges	Road safety	mena ana person	
	-	* × • *	-			

			Identifying and overcoming	Linking health and happiness	Self- acknowledgement	Coping with change
			obstacles  Feelings of success	una nappiness	Being a good friend to myself Celebrating special relationships	Transition
Music					. c.acionsimps	
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)

		N	/lixed Year 1/2	2		
Big Question						
PRIMAP, SCHOO						
<b>↑</b> ★↑						
	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)	Map It! Our School and Our City (Year 1)	Queen Elizabeth II	Focus Country - China	Comparison of urban locality and coastal	Great Explorers (Link to Map It! Autumn 1)
	I can use common words relating	I can use aerial photographs to recognise landmarks	I can begin to use a timeline  I can describe	I can use world maps, atlases and globes to identify the countries	locality (oceans/coasts/ beaches)	Sea explorers (Year 1)
	to the past	Idiluffidiks	events that happened a	I can understand	I can describe local area of my	Christopher Columbus &
	I can identify similarities and differences	I can devise a simple map	short time ago and a long time ago	geographical similarities and differences	school and its grounds	Matthew Henson
	between	I can use and		through studying	I can compare	I can place
	different periods	construct basic symbols in a key	I can ask and answer questions	the human and physical geography of a	my local area to a contrasting area	events in the order they happened
	I can ask and answer questions	I can use locational and directional language (e.g.	I can name some ways we can find out	small area of the United Kingdom, and of a small area in a	I can identify similarities and	I can describe the actions of
	I can name some ways we can find out	near and far, left and right) to describe the	about the past	contrasting non- European country	difference amongst key physical and	people in the
	about the past	location of features and	the achievements	I can devise a	human features in surrounding	I can retell stories about the
	Great Fire of London (Year 2)	routes on a map	of Queen Elizabeth II and historical	simple map	area and explain what makes a locality special	past Space explorers
	I can discuss events beyond living memory	Map It! Our World and Our Country (Year 2)	events	geographical questions	I can use the 4 points of a compass	(Year 2) Neil Armstrong & Mae Jemison
	I can place where the people and	I can name and locate the world's seven			I can use locational and directional	I can learn abou the lives of significant individuals in the
	events studied fit within a chronological	continents and five oceans			language to describe the location of	past who have contributed to national and
	framework I can choose	I can name and locate the four			features I can devise a	international achievements.
	and use parts of stories and other sources	countries and capital cities of the United			simple map with symbols	I can compare aspects of life,
	to show that I know and understand	Kingdom and its surrounding seas			I can use locational and directional	identifying similarities and differences
	key features of events	I can use maps, atlases and globes to			language to describe routes on a map	between different period
	I can discuss significant	identify the				

	historical	United Kingdom				
	events, people and places in	and its countries				
	my locality	I can use simple				
		compass				
		directions (North, South,				
		East and West)				
Science	Living Things and Their	Seasonal Changes	Everyday Materials	Super Scientists and Innovative	Plants (Year 1)	Animals inc. Humans
	Habitats	Changes	(Year 1)	Inventors	I can Identify	(Year 1)
	(Year 2)	I can observe	I can distinguish	(Year 1)	and name a	I can identify and
	Footbase and	changes across	between an	I can describe the	variety of	name a variety of
	Explore and compare the	the Autumn & Winter seasons.	object and the material from	simple physical properties of a	common wild and garden	common animals including fish,
	differences	Trinical Scasonisi	which it is	variety of	plants, including	amphibians,
	between	I can observe	made.	everyday	deciduous and	reptiles, birds
	things that are living, dead	and describe weather	I can identify	materials,	evergreen trees.	and mammals.
	and things that	associated with	and name a	I can ask simple	I can Identify	I can identify and
	have never	the seasons and	variety of	questions and	and describe the	name a variety of
	been alive	how day length	everyday	use simple secondary	basic structure	common animals
	Identify that	varies.	materials, including wood,	sources to find	of a variety of common	that are carnivores,
	most living		plastic, glass,	answers	flowering plants,	herbivores and
	things live in		metal, water,	Loop doss-ibs	including trees.	omnivores.
	habitats to which they are		and rock.	I can describe and compare the	(Year 2)	I can describe
	suited		I can describe	structure of a	I can observe	and compare the
			the simple	variety of	and describe	structure of a
	I can describe how different		physical properties of a	common animals	how seeds and bulbs grow into	variety of common animals
	habitats		variety of	I can identify and	mature plants	(fish,
	provide for the		everyday	name a variety of		amphibians,
	basic needs of different kinds		materials.	common wild and garden	I can learn and describe hoe	reptiles, birds and mammals,
	of animals and		I can compare	plants	plants need	including pets).
	plants and		and group	·	water, light and	
	how they depend on		together a variety of	I can gather and record data to	a suitable temperature to	I can identify, name, draw and
	each other		everyday	help in answering	grow and stay	label the basic
			materials on	questions	healthy	parts of the
	I can identify and name a		the basis of	I can observe and		human body
	variety of		their simple physical	describe weather		I can say which
	plants and		properties.	associated with		part of the body
	animals in the		(٧ 2)	the seasons		is associated
	habitats inc. Microhabitats		(Year 2) I can identify	I can perform		with each sense
			and compare	simple tests		I can use my
	I can describe		the suitability of	1 11116 1		senses to
	how animals obtain food		a variety of everyday	I can identify and classify		compare different
	from plants		materials, inc.	,		textures, sounds
	and other		Wood, metal,	(Year 2)		and smells
	animals, using the idea of a		plastic, glass, brick, rock,	I can find out		
	simple food		paper and	how plants need		(Year 2)
	chain and		cardboard, for	water, light and a		I know that
	identify and name different		particular uses	suitable temperature to		animals inc. Humans have
	sources of		I can find out	grow and stay		offspring which
	food		how the shapes	healthy		grow into adults
			of solid objects made from	I can identify and		I can describe
			some materials	describe the		the basic needs
			can change by	basic structure of		of animals inc.
			squashing, bending,	common flowering plants		Humans for survival including
			twisting and	by observing and		water, food and
			stretching	sketching a range		air
				of common plants.		I can describe
				γιατίτο.		the importance
				I can use		for humans of
				observations and		exercise, eating
		+	<u>.</u>	( * . ×	+	

				ideas to suggest		the right
				answers to		amounts of
				questions		different types of
						food and
				I can describe the importance of		hygiene.
				hygiene to		
				humans		
				I can find out		
				about people who developed		
				new materials		
				I can use ideas to		
D.F.	What does it	Harriand richii	Who is a	answer questions Who is a Muslim	What makes	How should we
R.E.	mean to	How and why do we celebrate	Christian and	and what do	some places	care for others
	belong to a	special and	what do they	they believe?	sacred?	and the world
	faith	sacred times?	believe?	-	I can identify	and why does it
	community?		I can talk about	I can talk about	special objects	matter?
	I can recognise and name	I can identify some	some simple ideas about	some simple ideas about	and symbols found in a place	I can re-tell Bible
	some symbols	ways Christians	Christian beliefs	Muslim beliefs	where people	stories and
	of belonging	celebrate	about God and	about God,	worship and be	stories from
	from their own	Christmas/	Jesus	making links with	able to say	another faith
	experience, for	Easter/Harvest/	Loon no toll o	some of the 99	something	about caring for
	Christians and at least one	Pentecost and some ways a	I can re-tell a story that	Names of Allah	about what they mean and how	others and the world
	other religion,	festival is	shows what	I can re-tell a	they are used	World
	suggesting	celebrated in	Christians might	story about the	,	I can identify
	what these	another religion	think about	life of the	I can talk about	ways that some
	might mean	(A1).	God, in words,	Prophet	ways in which	people make a
	and why they matter to	I can re-tell	drama and pictures,	Muhammad	stories, objects, symbols and	response to God by caring for
	believers	stories	suggesting what	I can recognise	actions used in	others and the
		connected with	it means	some objects	churches,	world
	I can give an	Christmas/		used by Muslims	mosques and/or	
	account of	Easter/ Harvest/	I can talk about	and suggest why	synagogues	I can talk about
	what happens at a traditional	Pentecost and a festival in	issues of good and bad, right	they are important	show what people believe	issues of good and bad, right
	Christian infant	another religion	and wrong	important	people believe	and wrong
	baptism	and say why	arising from the	I can identify	I can describe	arising from the
	/dedication	these are	stories	some ways	some of the	stories
	and suggest what the	important to believers	I can ask some	Muslims mark Ramadan and	ways in which people use	I can talk about
	actions and	Dellevers	questions about	celebrate Eid-ul-	music in	some texts from
	symbols mean	I can ask	believing in God	Fitr and how this	worship, and	different
		questions and	and offer some	might make them	talk about how	religions that
	I can identify	suggest answers	ideas of their	feel	different kinds	promote the
	two ways people show	about stories to do with Christian	own	I can make links	of music makes them feel	'Golden Rule', and think about
	they belong to	festivals and a		between what		what would
	each other	story from a		the Holy Qur'an	I can ask good	happen if people
	when they get	festival in		says and how	questions during	followed this
	married	another religion		Muslims behave	a school visit about what	idea more
	I can respond	I can collect		I can ask some	happens in a	I can use creative
	to examples of	examples of		questions about	church,	ways to express
	co-operation	what people do,		God that are hard	synagogue or	their own ideas
	between	give, sing,		to answer and	mosque	about the
	different people	remember or think about at		offer some ideas of their own	I can suggest	creation story and what it says
	рсоріс	the religious		or their own	meanings to	about what God
	I can give	celebrations			religious songs,	is like
	examples of	studied, and say			responding	
	ways in which believers	why they matter to believers			sensitively to ideas about	I can give
	express their	to believers			thanking and	examples of ways in which
	identity and	I can suggest			praising	believers put
	belonging	meanings for				their beliefs
	within faith	some symbols			I can show that	about others and
	communities, responding	and actions used in religious			they have begun to be aware that	the world into action, making
	sensitively to	celebrations,			some people	links with
	differences	including Easter/			regularly	religious stories
		Christmas,			worship God in	
		* .	* × . *	( * _ x '	*	

some similarities and differentes studied  PE Locomotion Running I can explore studied  PE Locomotion Running I can explore studied  PE Locomotion Running I can explore studied why we need to understand the manufactor of the ball. I can develop my running technique applying it into a game.  I can develop my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can explore my running technique applying it into a game.  I can use different ways of a stopped my running technique applying apply		I can identify	Chanukah			different ways	I can answer the
FE Locomotion Running I can explore running using different tool parts and different tool parts		some similarities and	and/or Eid-ul- Fitr			and in different	title question thoughtfully, in
PE Locomotion Ranning Lan explore running using different says of different ways of some similarities and different ways of some similarities and different ways of some similarities and market and why we read to keep the ball ways from the different ways of some specific particular and where to run, while exploring and how to run and where to run, while exploring a pophymical passing lusting or running sisting the ball way from the different ways of some specific passing lusting or running sisting and passing the ball ways from my comment. It can supply my commendation as year of a some carried and appart of a some carried from the ball. It can use my comments that resemble and appart of a some carried from the ball. It can use my comments and appart of a some carried from the ball. It can use my comments and appart of a some carried from the ball. It can use my comments and appart of a some carried from the ball. It can use my comments and appart of a some carried from the ball. It can use my comments and appart of a some carried from the ball. It can use my comments and appart of a some carried from the ball. It can use my comments and appart of a some carried from the ball. It can use my comment and the partners of runnings fish to the partners of runnings fish to the partners of the ball. It can use my comments and the partners of runnings fish to the partners of runnings fish to the partners of the ball. It can use my comments that the ball cose to make a partner and appartners of runnings fish to the partners of runnings fish to the partners of the ball. It can use my comments that the ball cose to make a partner and appartners of the ball. It can use my comments that the ball cose to make a partner and the partners of runnings fish to the partners of the ball cose to make a partners and the partners of runnings fish to the partners of the ball cose to make a partner and the partners of runnings fish to the partners of the ball cose to make a partner and the partners of the ball cose to make a partner and			110			μίατες	
FE Locomotion Number to trunning safe different ways of some paphying it into a payme.  I can develop my running at exchange and where to run, while exploring running at different ways of scheme and where to run, while exploring running at different ways of scheme and where to run, while exploring running at different ways of scheme and where to run, while exploring running at different ways of scheme and where to run, while exploring running at different ways of scheme and where to run, while exploring at the properties of the payment of t		between the	I can identify				learning in this
PE Locomotion Running I can explore parts and							unit
PE Locomotion Running   Can explore running using different body parts and why we need to keep the ball wounders and why we need to why we need to word, control, and while the part of the parts and why we need to word, control, and why to run defineder, and why to run defineder, and the part of the parts and how to run defineder, and the part of the parts and why to run defineder, and the part of the parts and why to run defineder, and the parts and the parts and while the parts and the parts and why to run defineder, and the parts and the pa		studied					
PE Locomotion Running I can explore unning using different body different ways of eighteent characterises are desired to understand the different ways of eighteent ways of exploring texchinque and where to run, while exploring running at different ways of exploring running as faith to urb and and where to run, while exploring running as faith correct texchique of running as faith to urb and as part of a locan apply my the correct texchique of running as faith texning correct texchique of running as faith texning correct texchique of running as faith texning correct texninge of running of running correct texninge of running as faith texning correct texninge of running correct texninge of running correct texninge of running correct texninge of running as faith texninge of running as f							
Running Laca netplore ablal-bouncing and understand the why we need to why we need to understand the techniques and begin to understand the technique service when working as a more efficiently. Laca explore different ways of a game.  I can explore (passing) using technique applying tinto a game.  I can explore (passing) using technique applying tinto a game.  I can explore of uning as fat a said as part of a begin game technique of uning as fat a said as a part of a begin game.  I can apply the corrected technique of uning as fat a said as a part of a begin game.  I can num over a longer duration and as a part of a begin game.  I can paphy my understanding of uning as fat a said gam							
Running Lan dribble a ball-bouncing and understand the why we need to why we need to understand the techniques and begin to understand the technique splying the ball can explore different ways of a payming the though the technique applying thinto a payming tachnique exploring technique applying thinto a payming technique applying thinto a payming technique applying thinto a payming technique applying the ball can explore without hands. Idifferent ways of a competent stopping a ball with our hands. Idifferent ways of a lean apply my understand the correcter technique of running as first a racing context.  I can apply the ball. I can was provided the ball. I can used to their partner. I can explore the technique of running as first a racing context.  I can apply the ball. I can was provided the ball. I can used the consequence technique of running as first a racing context.  I can apply the ball. I can was provided the ball. I can used the consequence technique of running as first a racing context.  I can apply the ball. I can use my understand the consequence technique of running as first a racing context.  I can apply my understanding of running, in to a longer duration and as a part of a team.  Dance Ballenge of the ball. I can use my understand the consequence with our hands. I can use my opponent. I can apply my administration the consequence with the partner may opponent. I can explore the ball can explore the ball can explore the ball can explore the longer and to receiving and conditions and conditions the pathways (zig-zag), creating in the pathways (zig-zag), creating in contents that ordifferent way of the linear the pathways (zig-zag), creating in the pathways (zig-	DF	Locomotion	Rall skills hands	Rall skills- feet	Ralls skills –	Locomotion	Team Building
rrunning using different way of a game.  I can explore exploring tinto a game.  I can explore to their partner. I can explore exploring a tinto a game.  I can explore to running at different ways of a game.  I can explore to their partner. I can explore exploring a tinto a game.  I can explore to running at different ways of a game.  I can explore to their partner. I can explore output ferent to sending a ball different ways of a game.  I can explore to their partner. I can explore output ferent to combine the contract to the restrict to their partner. I can explore output ferent to combine the ball. Can explore of the ball. Can explore different ways of a large of the ball. Can explore of the ball. Can explore output ferent to combine the ball. Can explore of the ball. Can explore output ferent to combine the ball. Can explore output ferent to be combined to rhythm and patterns through my understanding of running, into a competitive game.  Dance Growing of combine the ball. Can explore output ferent to be combined to rhythm and patterns through my understanding of running, into a competitive game.  Dance Growing of combine the ball. Can explore output ferent to be combined to rhythm and patterns through my understanding of running and combined to rhythm and patterns through my understanding of running and combined to rhythm and patterns through my understanding of running and combined to rhythm and patterns through my understanding of running and combine to combine the patterns that the floor and on aparatrus. Learn explore the floor and on aparatrus. Can explore the floor and on aparatrus. Can explore the floor and on aparatrus. Can explore						Jumping	_
different body parts and different way from the techniques and begin to understand how to run different ways of efficiency agame.  I can develop my running technique applying it into a game.  I can explore different ways of agame.  I can explore applying it into agame and a sa part of a sev ear an apply the correct technique of running as fast as we can in a racing context.  I can use my l can run over a longer duration and as a part of a sew ear an a racing context.  I can use my l can run over a longer duration and as a part of a teem.  I can paphy my understanding of rorming.  Growing I can explore or running as fast as as we can in a racing context.  I can use my l can run over a longer duration and as a part of a teem.  I can paphy my understanding of rorming.  Growing I can run over a longer duration and as part of a teem.  I can use my l can run over a longer duration and as part of a teem.  I can paphy my understanding of rorming and the correct technique of running as fast as we can in a racing context.  I can use my l can run over a longer duration and as a part of a teem.  I can paphy my understanding of rorming as fast as we can in a racing context.  I can use my l can run over a longer duration and as a part of a teem.  I can paphy my understanding of rorming as fast a seeding and receiving safe the ball can run over a longer duration and as a part of a teem.  I can can control and co-ordinate my body to perform movements, and cordinate my body to perform movements, and cordinate my body to perform movements, and cordinate my body to perform movements that I link together. Learn used different way of the ball can explore duration and cordinate my body to perform a curied way on the floor and on aparatus.  I can control and co-ordinate my body to perform a curied way on the floor and on aparatus.  I can control and co-ordinate my body to perform a curied way on the floor and and co-ordinate my body to perform a curied way on the floor and and co-ordinate my body to perform a curied way on the floor		•	•		•	-	· ·
parts and different techniques and begin to understand how to run efficiently.  I can develop my running technique apphing it into a game.  I can explain how to run and where to run while exploring trunning and the exploring trunning and where to run while exploring trunning and where to run while exploring trunning and the explored trunning and the exploring trunning and the explored trunning and the explore				_			
techniques and begin to understand how to run efficiently.  Ican develop my running technique applying tin to different ways of sending (passing) utility to their partner. It can apply my continum and where to run, while different ways of exploring a turning at vinum and where to run, while different ways of exploring at various as we can in passing the ball correct technique and running at vinum at technique and technique and technique and the pattern of exploring at vinum at vinum and where to run, while different ways of exploring at vinum at			•			· ·	
and begin to understand how to run efficiently, can develop my running technique exploring applying it into a game. Seeding running at explored exploring a spall running at different speeds. I can use with the ball. I can apply my the correct speeds. I can use with the ball. I can apply my the correct technique of running as fast as we can in a racing context. I can use with the correct duration a spart of a team. I can use with the ball. I can apply my the complete a shopping a ball with our hands, offerent speeds. I can use with the correct technique of running as fast as a we can in a racing context. I can use with the correct duration as part of a team. I can use with the ball. I can apply my the complete a shopping a ball with our hands, and the correct technique of running as fast as part of a team. I can use with the completive game. I can use with the competitive game. I can use different ways of team in a patterns through my movements that together or body to ordinate my body to perform movements that together or and ordinate my body to ordinate my body to ordinate my body to ordinate my body to movements that town of the ball. Can explore movements and can develop my the patterns the correct of can explore and the patterns that between each to develop ordinate my body to movements that to movements and can develop ordinate my body to movements that to movements and can develop ordinate my body to movements that to movements and can develop ordinate my body to movements that to movements and can develop my body to movements that to movements and the basic principles of the same to help outside for movements and the basic principles or deference performance.  I can explore understanding of the ball. Lac a paylor with the ball that the ball th		different	away from the	important to	why we need to	we jump in	a team and how
understand how tor un efficiently, casking the ball can develop my running technique applying it not offier ent ways of exploring trunning at withour hands, unring at withour hands. I can apply the correct of running as fast as we can in a racing context.  I can use my understanding of understanding of understand the correct ethologue of running as fast as we can in a racing context.  I can sapply the correct of running as fast as we can in a racing context.  I can sapply my understanding of running, graving at all was as we can in a racing context.  I can sapply my understanding of running, graving a ball was part of running, graving as fat as a we can in a racing context.  I can sapply my understanding of running, graving a ball was part of running, graving as fat a team.  I can apply my understanding of the special can explore different ways of running, graving a ball was part of running, graving a ball was part of running, graving as fat a team.  I can apply my understanding of the special can explore different ways of running, graving a ball was part of the ball.  I can use my understanding of withour hands, who was part of what different ways of running as fast as we can in a racing context.  I can use my understanding of withour hands, who was part of what different ways of running as fast as we can in a racing context.  I can use my understanding of withour hands, who was part of what different ways of running as fast as we can in a racing context.  I can use my understanding of withour hands, who was part was part of my opponents.  I can use my understanding of withour hands, who was part of what different ways of turning as part of the ball.  I can use my understanding of withour hands, who was part of what different ways of turning as fast as we can in		•	defender.			different ways.	
idfferent ways of a game.  Lan apply the corner speeds.  Lan apply the speeds speeds speeds speeds speeds speed speeds speed speeds speed speeds speed speeds sp		_	L can avalora	close to me.	we throw.	Lean ovnlain	out.
efficiently.  (passing) the ball to their partner, being the ball.  I can develop my running technique applying to to a game.  I can explain how to run and where to run, while exploring tunning at different speeds.  I can apply my components 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 understand the ball.  I can use my l can run over a longer duration and as part of a team.  I can apply my understanding of understand the ball.  I can use my l can run over a longer duration and as part of a team.  I can apply my understanding of understand the ball.  I can use my l can run over a longer duration and as part of a team.  I can apply my understanding of understand the ball.  I can use my l can run over a longer duration and as part of a team.  I can apply my understanding of understand the ball.  I can use my l can run over a longer duration and as part of a team.  I can apply my understanding of understand the ball.  I can use my l can use my l can use different ways of of understand the ball.  I can use my l can use different mays of generate the consequences of understanding of understand the ball close to the ball.  I can use my l can use my l can use different ways of generate my body to perform movements.  I can use different ways of generate my body to perform movements, and condition an			•	I can use the	l can use my	•	I can develop my
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into a competitive game.  I can use different pathways (zigzag), creating patterns through my movement.  I can control and cordinate my body to perform movements, l can use different pathways (zigbrage)  I can control and cordinate my body to perform movements, l can use and cordinate my body to perform  I can control and cordinate my body to perform movements, l can use and cordinate my body to perform movements, l can use and cordinate my body to perform and cordinate my body to ordinate my body to		_	Gymnastics-		-		
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Dance Growing zag), creating movements that I can respond to rhythm and patterns through my movement.  I can control and cordinate my body to perform movements, I can control and co-ordinate my body to perform movements, I can control and co-ordinate my body to perform movements, I can control and co-ordinate my body to perform movements, I can control and co-ordinate my body to perform movements, I can control and co-ordinate my body to perform movements, I can explore cordinate my body to perform movements, I can explore different I can control and co-ordinate my body to ordinate my body to ordina		competitive			successful.		expression and
Dance Growingzag), creating movements that I can respond to rhythm and patterns through my and co- ordinate my body to 		game.			Lundovetaral		
Growing I can respond to rhythm and patterns through my and co- ordinate my body to perform movements, I can use different pathways (zig- body to perform movements, I can use different pathways perform movements, I can use different pody to perform movements, I can use different l can use different pody to perform movements, I can use different l can explore movements and balances in a balances in a balances in a curled way on the floor and on apparatus. I can explore movements and balances in a balances in a curled way on the floor and on apparatus. I can explore movements and develop my kicking and defending principles into a game situation.  I can extend my sequences developing characters to add drama and emotion to my dance performance.  I can explore motifs with a partner including some different elements of develop their feet eye coordination skills.  I can explore motifs with a partner including principles into a game situation.  I can extend my sequences developing characters to add drama and emotion to my dance performance.  I can explore ordinate my ordiferent develop their feet eye coordination skills.  I can explore movements and develop my kicking and defending principles into a game situation.  I can explore ordinate my ordiferent elements of develop their feet eye coordination skills.  I can explore understanding of agility.  I can perform a sequence with		Dance		apparatus.			motif.
to rhythm and patterns through my movement.  I can use different pathways (zigand cordinate my body to perform movements, l can use different and co-ordinate my body to perform movements, l can use different pathways (zigand cordinate my body to perform movements, and co-ordinate my body to ordinate my body to perform and co-ordinate my body to ordinate my body to perform and co-ordinate my body to ordinate my body to ordi				I can explore	=		I can develop
patterns through my movement.  I can use different pathways (zig- land co- ordinate my body to perform movements, I can use different pody to perform movements, I can use different land co- ordinate my body to perform movements, I can use different land co- ordinate my body to pordinate		I can respond	I can link	movements and			motifs with a
through my movement.  I can use different pathways (zig-land cordinate my body to perform movements, I can use different land cordinate my body to perform movements, I can control and cordinate my body to ordinate my body to movements that movements that the floor and on apparatus.  I can explore coordination skills.  I can explore coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a game situation.  I can explore developing characters to add drama and emotion to my dance performance.  I can control apparatus.  I can explore developing characters to add drama and emotion to my dance performance.  I can control apparatus.  I can explore ordination skills.  I can perform a game situation.			together.				
movement.  different pathways (zig-zag), creating and co-ordinate my body to perform movements, I can use different I can control and co-ordinate my body to perform with and colordinate my ordinate my body to pordinate my body to pordinate my body to pordinate my body to ordinate my body to pordinate my body to pordinate my body to ordinate my body to movements that increase apparatus.  develop their feet eye coordination skills.  I can explore ordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a circuit to develop their feet eye coordination skills.  I can perform a different way on the floor and on apparatus.  I can perform a game situation.  I can extend my sequences developing characters to add drama and emotion to my dance performance.  I can control and ordinate my dance agility.  I can perform a sequence with			l can use		_	_	
I can control and co-   ordinate my body to perform movements,   I can use different   I can explore movements and pody to pordinate my body to perform movements,   I can use different   I can control and co-   ordinate my body to perform movements,   I can use different   I can control and co-   ordinate my body to movements that   I can explore movements and balances in a curled way on the floor and on apparatus.   I can perform a circuit to develop their application and dance performance.     I can control and co-   ordinate my creating body to movements that   I can explore different ways of transitioning body to movements that   Detween each   I can explore   I can perform a sequence with     I can extend my sequences developing characters to add drama and emotion to my dance   I can explore   I can perform a sequence with     I can extend my sequences   I can perform a   I can explore   I can perform a   I can explore   I can perform a   I can explore			different		develop their		
and co- ordinate my body to perform movements, I can use different I can control and co- ordinate my body to pordinate my body to perform movements, I can use different I can control and co- ordinate my body to movements, I can use different I can control and co- ordinate my body to movements that between each  I can befor and on apparatus. I can use different and understanding of agility.  I can perform a sequences developing characters to add drama and demotion to my dance performance. I can perform a sequences developing characters to add drama and demotion to my dance performance. I can perform a sequences developing characters to add drama and emotion to my dance performance. I can performance.		I can control		I can explore	•		I can extend mv
body to perform the floor and on movements, I can use different I can control and co-ordinate my body to movements that in body to movements that in curled way on the floor and							· ·
perform movements, I can use different I can control pathways ordinate my body to movements that between each I can control post or movements that between each I can control post or movements that circuit to develop the circuit to develop their application and circuit to develop their application and control circuit to develop their application and movements that circuit to develop their application and movements that different ways agility.			•		_		
movements, I can use different dance I can control pathways I can explore and co-ordinate my body to movements that different between each their application and dance understanding of and co-of transitioning between each their application and dance understanding of performance.  I can use apparatus. their application and dance performance.  I can explore understanding of agility.  I can perform a sequence with		'	on apparatus.	•	•		
different and dance performance.  I can control pathways I can explore understanding of and co- (curved), different ways ordinate my creating of transitioning body to movements that between each dance performance.  I can explore understanding of agility.  I can perform a sequence with			l can use		•		
I can control and co- ordinate my body to       pathways (curved), creating body to       I can explore different ways of transitioning body to       understanding of agility.       performance.         I can explore different ways or transitioning body to       of transitioning between each       I can perform a sequence with		movements,		αργαίατας.	* *		
ordinate my creating of transitioning I can perform a body to movements that between each sequence with		I can control		I can explore			
body to movements that between each sequence with				· · · · · · · · · · · · · · · · · · ·	agility.		Loop marks
			•	_			•
	L	200, 10	_		- 0	_•	1 Joquetice With

	perform a motif.	I can link together. I	shape using apparatus.	I understand the importance of		extended movements.
		can use different	аррагасаз.	being balanced		oreee.
	I can use	pathways	I can combine	and can perform		
	improvisation	(curved),	wide, narrow	a circuit to		
	to explore various	creating movements that	and curled movements	develop my application and		
	dynamics and	I can link	together-	understanding of		
	movement	together on	together	balance.		
	qualities.	apparatus.	I can link two			
			movements	I understand the		
		I can create my	together.	importance of		
	I can explore the	own sequence using different		being coordinated and		
	relationship	pathways.		can perform a		
	between two	p		circuit to develop		
	living things,			my application		
	creating			and		
	movement			understanding of		
	patterns.			coordination.		
Computing	Technology Around Us	Moving Robots	Grouping Data	Digital Writing (Year 1 - Link to	Digital Painting	Animated Stories
	(Year 1)	(Year 1)	(Year 1 - Link to Science)	Science or	(Year 1 - Link to Art)	(Year 1 – Link to
	, , , , , , , , , , , , , , , , , , , ,	I can predict the	I can label	History)		History or
	I can explain	outcome of a	objects	I can open a	I can make	Literacy)
	how	command on a		computer/	marks and lines	
	technology helps us	device	I can count and group objects	Chromebook	on a screen I can use shape	I know the difference
	neips us	l can run a	group objects	I can identify and	and line tools to	between
	I can give	command on a	I can describe	find keys on a	draw pictures	traditional books
	examples of	device	objects based	keyboard		and e-books
	technology in		on their		I can choose	
	the classroom	I can follow an instruction	properties	I can add and remove text	appropriate colours and	I can use different tools to
	I can name the	ilistruction	I can group	Temove text	shapes	draw a picture
	main parts of a	I can give	objects in	I can use capital	Silapes	on the screen
	computer	direction	different ways	letters, bold,	I can create a	
				italic and	picture in the	I can add text
	I can switch on	I can combine	I can describe	underline	style of an artist	and change
	and log into a	commands to make a	and compare groups of	I can select words	l can spot	colour, font and size of text.
	computer	sequence	objects	and all text	differences	Size of text.
	I can use a	4			between	I can save work.
	mouse to click	I can plan a	I can record	I can change font	painting on a	
	and drag	simple program	objects in a		computer and	I can retrieve and
	Loopusoo	Lean dahua mu	group and share	I can use 'undo'	on paper, and	open saved
	I can use a keyboard to	I can debug my program	information	to make changes	give my preference	work.
	type, delete	P. OB. CIII	I can decide	I can compare	p. 212121100	I can add sound
	and edit	I can problem-	how to group	writing on paper		to the animation.
		solve	objects	to writing on a	Digital	
	I can move a		Dictograma	computer	Photography (Year 2)	I can copy and
	cursor with arrow keys		Pictograms (Year 2)	Making Music	(Year 2)	paste.
			I can record	(Year 2)	I can use a	I can create
	I can create		data in a tally	I can describe	digital device to	pages.
	rules for using		chart	how music makes	take photos	
	technology responsibly	Robot Algorithms	I can enter data onto a	me feel	O can take	I can share my e- book with an
	responsibly	(Year 2)	computer	I can create a	photos in	audience.
		, ,		rhythm pattern	landscape and	
	Information	I can describe a	I can use		portrait	Programming
	Technology	series of	pictograms to	I can use a	Loon diamen	Quizzes (Year 2)
	Around Us (Year 2)	instructions as a sequence	answer simple questions	computer to experiment with	I can discuss features of a	
	(100.2)	Jequence	questions	pitch and	'good' photo	
	I can find	I can give and	I can create a	duration		
	examples of	follow clear,	pictogram		I can experiment	
	information	precise and	Loon salest	I can use a	with different	
	technology	unambiguous instructions	I can select objects by	computer to create a musical	light sources	
		mistractions	attribute and	pattern using 3	I can edit a	
				notes	photo	
		* × ·	† × . *	× * * *	* • •	

	I can identify	I can understand	make			
	different	what	comparisons	I can create	I can recognise	
	computers	'algorithms' are	l can answer	music for a	when a photo is	
	I can identify	l can use an	'more than/less	purpose	not real (fake)	
	information	algorithm to	than/most/least	I can save, review		
	technology at	program a	questions about	and refine my		
	home and	sequence on a	an attribute	work.		
	beyond school	Beebot	I can share			
	I can open files	I can use logical	what I have			
		reasoning to	found out			
	I can move and	predict the				
	resize images	outcome of a				
	I can explain	program (series of commands)				
	the benefits of	or communas,				
	information	I can follow a				
	technology	sequence				
	I can ovnlain	Lean design an				
	I can explain how to use	I can design an algorithm for a				
	information	specific goal				
	technology					
	safely	I can create and				
		debug a simple program that I				
		have written				
Art / DT	Art- Formal	DT Food- Fruits	DT	Art- Sculpture	Art- Landscapes	DT Textiles-
	Elements of Art	and Vegetables	Mechanisms- Moving	and Collage- Living Things	using different materials	Puppets
	Ait	Identify if a food	Storybook	Living Timigs	materials	Join fabrics
	Experimenting	is a fruit or a	,	Sketch a pattern	Focusing on	together using
	with	vegetable.	Explore making	from observation	composition,	different
	composition, children create	Idontificultoro	mechanisms	before creating a	consider where	methods and for different
	a piece of	Identify where plants grow (on	focusing on sliders and their	sculpture from clay, using	to place the horizon and tide	purposes.
	abstract art.	trees or vines,	movements	etching skills.	lines within their	purposes.
		above the	including	· ·	artwork.	Use a template
	Children	ground, below	directional	Design and		to create a
	arrange pieces	the ground) and	language.	create a 3-D model of a	Use a range of	design for my
	of string to create	which parts we eat.	Design a	creature.	materials, from cardboard to	puppet.
	different		moving story		foil, to replicate	Join two fabrics
	shapes then	Taste and	book with three	Collect naturally	the textures	together
	draw these	compare fruit	pages,	found objects to	found at the	accurately by
	from observation,	and vegetables.	background pictures,	create a 3D sculpture of	seaside.	aligning them carefully.
	using pencils	Describe the	drawing the	interesting	Using	carerany.
	and chalk.	appearance/feel,	moving parts	composition.	watercolours,	Use joining
	Liete - to	smell and taste	and deciding	Diograph	create different	methods to
	Listen to music and work	of fruits and vegetables.	where to use a slider.	Plan and create the legs and body	tints, shades and hues to paint	decorate the puppet.
	expressively	vegetables.	Siluci.	of the spider as a	the background	риррец.
	with a variety	Make a fruit and	Construct a	piece of	of their seaside	Evaluate the final
	of media, to	vegetable	moving picture	collaborative	scene.	product.
	create a single large piece of	smoothie by	with a background, by	artwork.	Over the top of	
	art.	preparing fruit	drawing and	Paint the spider	the textured	
		and vegetables and using a knife	cutting the	sculpture, to give	background, add	
	Introduction to	safely to cut and	moving parts,	it an effect.	colour using	
	the primary	chop.	making sliders		poster paints to	
	colours of red, blue and		and putting all my parts		complete their artwork.	
	yellow and	Evaluate my	together to		G. C. C.	
	learn how they	final product.	create a moving		Using their	
	can be mixed		picture.		watercolour	
	to make secondary		Evaluate the		background, add	
	colours.		finished		objects and images with	
	_5.00.0.		product by		added detail and	
	Colour mixing		reviewing the		shading.	
	to recreate		success of the			
			product lee			
	their own		product by testing it and			
			product by testing it and comparing it to			

	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	Speakers coming in to talk about events in the past;  Visit to the Toy Museum (History)  Monument & St Olaf's Church	Local environment walk; Fieldwork inc. around the school, inside and out (Geography)	Place of worship visit (RE)	Science Museum (Science)	Local walk i.e. park (Science)	Mudchute Farm (Science)

			Year 2			
PRIMAPL SE						
	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: 1st 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 (riversenses)	Fiction: Diary/lette (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	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	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 even on a timeline  I can identify similarities and differences between ways of life in different periods  I can choose an use different sources to help runderstand key features of even  I can describe significant peop and events which changed life in nicity
				tourism to Kenya and give examples of tourist attractions in the country  I can draw a map of a national park, including key features		

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



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



examp inform technol I can id differ composition of the composition of	les of a sequence	rhythm pattern			
I can id differ composition of the composition of t		mytimi pattern	onto a computer	digital device to	
I can id differ composition of the composition of t	ation			take photos	
differ composition of the compos	ology I can give and	I can use a	I can use		
differ composition of the compos	follow clear	computer to	pictograms to	I can take	
compute l can id inform technol home beyond l can ope l can mo resize ir l can exthe beninform technol l can exthe beninform technol safe  Art / DT	*	experiment	answer simple	photos in	
I can id inform technol home beyond I can ope I can mo resize ir I can exthe bene inform technol I can exthe how to inform technol safe  Art / DT  Art - For Element Art Obse pattern objects in to cree		with pitch and	questions	landscape and	
inform technol home beyond I can ope I can mo resize ir I can ex the bene inform technol I can ex how to inform technol safe  Art / DT  Art - Fe Elemen Ar  Obse pattern objects i to cre		duration		portrait	
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beyond I can ope I can mo resize in I can ex the bend inform techno I can ex how to inform techno safe  Art / DT  Art – Ft Elemen Ar  Obse pattern objects i to cre	· .	create a	I can select objects	'good' photo	
I can ope I can mo resize in I can exthe bend inform technological informate		musical pattern	by attribute and		
I can mo resize in I can exthe bend inform technology in I can extend inform technology in I can extend inform technology in I can extend in		using 3 notes	make comparisons	I can experiment	
I can mo resize in I can exthe bend inform technology in I can extend inform technology in I can extend inform technology in I can extend in	reasoning to	1		with different	
resize in I can ex the bend inform techno I can ex how to inform techno safe  Art / DT  Art – F Elemen Ar  Obse pattern objects i to cre	· ·	I can create	I can answer 'more	light sources	
resize in I can ex the bend inform techno I can ex how to inform techno safe  Art / DT  Art – For Elemen Ar  Obse pattern objects i to cre	outcome of a	music for a	than/less	l ann anlik a	
I can extend inform technology and the bend information	1'." '	purpose	than/most/least	I can edit a	
the bene inform technology of the pending of the pe	mages of commands)	Loon covo	questions about	photo	
the bene inform technology of the pending of the pe	lain lann fallaa	I can save,	an attribute		
inform techno  I can exhow to inform techno safe  Art / DT		review and		I can recognise	
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Art / DT Art - For Element Art Obserpattern objects in to creen in the content of the content of the creen in			have found out	not real (fake)	
how to inform technologies and safe.  Art / DT					
how to inform technologies and safe.  Art / DT	algorithm for a				
Art / DT Art – For Element Art Obserpattern objects in to creen and control of the control of the creen and control of the creen and control of the control of the control of the creen and control of the control of th					
Art / DT Art – For Element Art Obserpattern objects in to create the safe.					
Art / DT Art – For Element Art Obserpattern objects in to create the create of the create the create of the create					
Art / DT Art – For Element Art Observations objects in to create the create objects.					
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Elemen Ar Obse pattern objects i to cre	nave written				
Elemen Ar Obse pattern objects i to cre					
Elemen Ar Obse pattern objects i to cre					
Elemen Ar Obse pattern objects i to cre	ormal DT Textiles-	DT Structures-	Art- Human Form	DT Food-	Art- Sculpture and
Ar Obse pattern objects i to cre		Baby Bear's	Art Hamail Form	Balanced Diet	Multi-media
Obse pattern objects i to cre		Chair	Create body	Balancea Biet	(Superheroes)
pattern objects i to cre	Sew using a		sculptures by	Know what	(cupamarous)
pattern objects i to cre		Explore the	using their bodies	makes a	Create 3D human
objects i to cre	_	concept and	to make human	balanced diet.	forms sculpture
to cre	′ '	features of	letter forms	balancea alet.	by: bending
	•	structures and	collaboratively.	Identify hidden	wire/pipe cleaners,
i renea	iting spaced	the stability of		sugars.	making legs, arms
patte	· .	different	Draw a skull and	Suguis.	and a body using
varyin	, I	shapes.	then decorate it	Identify the five	plasticine and
direction		· ·	using a medium	food groups.	showing
patteri	•	Understand	and pattern of		awareness of the
colours	of the neatly and pin	that the shape	their choice.	Taste test food	proportions of
paint		of the structure		combinations.	limbs.
pap		affects its	Create a collage		
	,	strength.	made up of	Consider and	Draw faces that
Take rul	bbings Design a pouch.	_	different facial	review food	express different
of a te		Make a	features that they	combinations.	emotions.
using a		structure	have selected and		
of cho	_	according to	cut from	Identify	Work together to
	my product and	design criteria.	magazines.	ingredient	create a large
Introd	duce attach them			combinations	piece of artwork
'frotta	age', using a running	-	Create a self-	for my wrap will	using materials to
tearing	their stitch.	and structures	portrait in the	contain foods	add texture.
rubbin	gs to	from	style of	from more than	
make pi	ctures Decorate using	paper/card and	contemporary	one food group.	Blend paint colour
in the si	tyle of different	tape.	British artist Julian		washes into the
the artis	st who objects.		Opie, using lines	Make a healthy	artwork
create		Produce a	and dots.	wrap by	
techniqu		finished		preparing food	Blend two primary
Ern:	st. design.	structure.	Create a peg figure	safely.	colour washes
			with face, hair and		together to make a
Complet		Evaluate the	clothes.	Evaluate my	secondary colour
drawin	-	strength,		design.	
piece		stiffness and			Create a dot matrix
ribbon	•	stability of their			effect in the style
tone to r		structure			of Lichtenstein
look ti			1	i .	1
dimens	hree	according to			
using dit	hree sional	their design			Shade tones to the
gradiei	hree sional fferent	_			edge of the
pen	hree sional fferent nts of	their design			

						gaps and with a
	Use colourful					neat finish.
	pastels and					
	chalks to depict					
	the tone within					
	the planets.					
PSHE	Being Me in	Celebrating	Dreams and	Healthy Me	Relationships	Changing Me
	My World	Difference	Goals			
				Motivation	Different types	Life cycles in
	Hopes and	Assumptions	Achieving		of family	nature
	fears for the	and	realistic goals	Healthier choices		
	year	stereotypes			Physical contact	Growing from
		about gender	Perseverance	Relaxation	boundaries	young to old
	Rights and					
	responsibilities	Understanding	Learning	Healthy eating and	Friendship and	The changing me
	Rewards and	bullying	strengths	nutrition	conflict	
	consequences					Boys' and girls'
		Standing up for	Learning with	Healthier snacks	Secrets	bodies
	Safe and fair	self and others	others	and sharing food		
	learning			_	Trust and	Assertiveness
	environment	Making new	Group co-		appreciation	
		friends	operation			Looking ahead
	Valuing		·		Expressing	200111111111111111111111111111111111111
	contributions	Gender	Contributing to		appreciation for	
		diversity	and sharing		special	
	Choices	•	success		relationships	
		Celebrating				
	Recognising	difference and				
	feelings	remaining				
		friends				
Music						
17.03.0						
Trips/experiences	Local	Ragged School	Science	National Art	Riverside	Monument &
ps, supside	environment	Museum	Museum	Gallery – Sculpture	walk/boat ride;	St Olaf's Church
	walk;	(History)	(Science)	workshop		(History)
	(Geography)	, ,,	, ,	(Art)	Idea Store, My	, ,,
	' ' ' ' '			, ,	Local Area Then	
	Place of			Synagogue visit	and Now	
	worship visit			(RE)	workshop	
	(RE)			' '	(Geography)	
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			Year 3			
Big Question						
1.X.L	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 (Cinderlla of the Nile) Non-Fiction: Biography (linked to History)	Fiction: Fantasy narrative (BFG) Non-Fiction: Recounts Poetry: Classic poetry for performance
History /	Stone Age,	Indus Valley	Map it!	Rivers	Ancient	Mountains
Geography	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	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	(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 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	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)	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.	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	Light	Forces and	Plants	Animals inc.	Super Scientists &
	I can compare and group together different kinds of rocks on the basis of their appearance	I can recognise that they need light in order to see things, and that dark is the absence of light.	I can compare how things move on different surfaces. Notice that some forces need contact between	I can identify and describe the functions of different parts of flowering plants: roots,	I can identify animals, including humans, need the right types and amount of	Innovative Inventors  Plans can be adapted to focus on the needs identified over the year.

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

(creating	to keep	bounce) to keep	l can	I can hold the	understand its
space) to keep	possession.	possession.	understand the	racket safely	purpose in a game
possession.	possession.	possessioni	purpose of	and understand	of rounders.
1	I can develop		tagging, when,	why it is	
I can develop	passing and	I can use my knowledge and	where and why	important to	I can apply the
passing and	moving skills to	understanding of	this is used	control the ball	use of both the
moving skills	explore the	passing and	during a game.	when playing a	overarm and
to explore the	transition between attack	dribbling, to create		shot.	underarm throw
transition between	and defence.	space whilst	I can look at		in order to keep a
attack and	and defence.	keeping	how attackers can create	I can	batter's score as low as possible.
defence.	I can combine	possession.	space, creating	understand	low as possible.
	passing and	I can develop	opportunities	when and	I can explain
I can explain	moving skills to	passing and	for the ball	where to play	when, where and
how we shoot	score points	moving skills to	carrier to pass	the forehand	to use a long
but also where	against another	explore the	if they are	shot in a mini	barrier and how
we shoot in terms of court	team.	transition between	tagged.	game.	this can improve
position and	t and a south to be a second	attack and	I can develop		fielding skills to keep the batter's
why.	I can explain how we shoot but	defence.	passing and	HRE	score as low as
,	also where we		moving		possible.
Gymnastics-	shoot in terms of	I can use my knowledge of	forwards to		•
symmetry and	court position	passing, moving	score a try.		Athletics- Running
asymmetry	and why.	and dribbling to			I can use the
I can explore movements		move the ball up	I can combine		correct technique
and balances	OAA-	the court, creating	passing and moving to		for sprinting.
in a	communication	an attack that	create		I can apply my
symmetrical	Lana avalaia	results in a shot.	attacking		understanding and
way.	I can explain what makes an	Dance –Wild	opportunities		application of
	effective team	animals	to score a try.		running for speed,
I can explore	and create		_		into running as
movements and balances	tactics as a team.	I can respond to	Dance – Weather		part of a team.
in a		different stimuli	I can respond		I can use correct
symmetrical	I can develop the	being able to add drama and	to different		technique to use
and	qualities required to lead	emotion to the	stimuli being		when running for
asymmetrical	a team	dance.	able to add		distance.
way.	effectively.		drama and		
I can create		I can add drama	emotion to the dance.		
symmetrical	I can	and emotion to	dance.		
balances on	communicate	dance and to create motifs in	I can build on		
apparatus and	within a team whilst	pairs.	the thematic		
begin to move	developing	·	work in a		
out of them, forming the	different ways of	I can perform a	different		
start of a	communicating.	wider variety of	context		
sequence.	communicating.	movements singly	creating motifs.		
	Loon soli	and in extended sequences, with a	I can execute a		
I can perform	I can solve problems by	partner.	wider variety of		
symmetrical	collaborating and	Fa	movements in		
balances on	communicating	I can develop my	extended		
apparatus,	within a team.	movement	sequences,		
move out of		vocabulary by	with a partner. I can extend		
them, and	I can develop	introducing more	my dance skills		
travel to a new piece of	the skills	advanced dance terms.	by using more		
•	required to make an effective	terms.	than one		
apparatus,	team.	I can use my	theme to		
creating their		knowledge	create		
asymmetrical		choreography to	movements and actions		
balances to		create a final	forming longer		
end the		performance.	sequences.		
sequenc <b>e.</b>			I can create a		
			performance		
			which will include; stage		
			presence,		
			timing, rhythm		
			and sustaining		
			character.		

Computing	Connecting	Programming -	Animation	Programming –	Desktop	Branching
	Computers	Sequencing		Events and	Publishing	Databases
	l sam amalain	Sounds	I can explain that	Actions		(Link to
	I can explain how digital	I can identify	animation is a sequence of	I can explain	I can recognise how text and	Geography)
	devices	objects in a	pictures	the	images coney	I can create
	function	Scratch project	·	relationship	information	questions with
			I can draw a	between an		yes/no answers
	I can identify	I can recognise	sequence of	event and an	I can change	Land the sittle
	input and output devices	commands in block coding	pictures I can create a stop-	action	font style, size and colours	I can identify attributes to
	output devices	brock county	frame animation	I can create a	I can edit text	separate objects
	I can identify	I can identify	by making little	program to		into groups
	similarities and	commands have	changes for each	move a sprite	I can choose	
	difference between using	an outcome	frame	in 4 directions	appropriate	I can arrange objects in a tree
	digital and	I can start a	I can plan an	I can choose	page orientation	structure
	non-digital	program	animation with a	blocks to set up	I can recognise	
	tools		storyboard	my program	'placeholders'	I can create a
		I can create a				branching
	I can explain how a	sequence of commands	I can use onion skinning to make	I can develop my program by	I can choose the best locations	database
	computer	Commanus	changes between	adding features	for my contents	I can compare and
	network can	I can explain and	frames		,,	evaluate the
	be used to	build a sequence		I can identify	I can paste text	structures of
	share	of commands	I can evaluate the	and fix bugs in	and images	branching
	information	I can make	quality of my animation	a program	I can consider	databases
	I can explain	design choices	ammation	I can design	different	I can create
	the role of a	J	I can add other	and create a	layouts,	questions and
	switch, server	I can implement	media into an	maze-based	depending on	answer questions
	and wireless access point in	my algorithm as	animation	challenge	purpose	based on a
	a network	code			I can identify	branching database
	a network				the uses of	aatabase
	I can recognise				desktop	I can compare a
	the physical				publishing in the	pictogram to a
	components of a network				real world	branching database
	anetwork				I can compare	uatabase
					work made on	
					desktop	
					publishing to	
					work created by hand	
Art / DT	Art-	DT- Mechanical	Art- Craft	DT Food-	Art- Formal	DT Digital World
,	Prehistoric Art	Systems:		Eating	Elements of Art	Electric Charms
		Pneumatic toys	Know what a mood	Seasonally		
	Learn how prehistoric	Know that	board is	Know that	Recognise and draw simple	Understand the impact of the
	man made art	mechanisms are	Identify what is	climate affects	geometric	digital revolution
	and to reflect	a system of parts	important to me	food growth	shapes found in	in the world of
	this style in	that work	through the		everyday	(D&T) product
	their work	together to	creation of the	Know that not	objects	design
	Identify	create motion	mood board	all fruits and vegetables can	Recognise that:	identify some key
	animals	Know that a	Explain my choices	be grown in the	in nature	product
	important to	pneumatic		UK	objects are	developments
	people of	system can be	Create tie-dyed	Constitute	usually formed	that occurred as a
	prehistory	used as part of a mechanism and	materials by know the process of tie-	Consider hygiene when	from wavy lines whereas man-	result of the digital revolution
	Understand	are used in a	dyeing	preparing food	made objects	digital revolution
	the process of	range of	, 5		consist of	Analyse and
	making art in	everyday objects	Learn what paper	Use cooking	straight lines	evaluate an
	prehistory	Know that a	weaving is and	equipment	Vacuuthat tha	existing product
	Know that	pneumatic system can force	create a piece of art using this	safely	Know that the points, lines,	Write a program
	prehistoric	air over a	method	Recognise that	shapes and	to initiate a
	people painted	distance to		importing food	space that make	flashing LED panel
	with muted	create	Identify what the	impacts the	up simple 2D	after button press
	earth colours	movement	'warp and 'weft' are in paper	environment and is one of	and 3D shapes are known as	and/or automatically
	Understand	Design a toy	weaving	the reasons	'geometry'	initiate using the
	why early man	which uses a		why we should	]	Micro: bit light
	created art	pneumatic	Weave using	eat seasonal	See basic	sensing, as part of
		system from a	different materials	foods grown in	geometrical	an eCharm
	l	design brief.	_	the UK	shapes ( such as	
		+	* * . *	*		



	Scale up		Sew designs onto a		circles and	Create and
	drawings and	Generate	t-shirt to	Create a recipe	squares) when I	decorate a foam
	sketches in a	suitable ideas	personalise it with	that is healthy	draw objects	pouch for the
	different	using thumbnail	a running stitch	and nutritious		eCharm, using a
	medium	sketches and		using seasonal	Create and form	template
	Apply and	exploded diagrams		vegetables	shapes using soft modelling	Design a display
	blend charcoal	diagrams		Safely follow a	wire	badge and/or
	to create tone	Create a		recipe when		stand using CAD
	and texture	pneumatic		cooking	Work safely	(computer-aided
		system to create			with the tools	design) software
	Experiment	a desired motion		Evaluate your	and equipment	for an eCharm
	with the	that is functional		tart	Apply even layers of pencil	product
	pigments in natural	and appealing			tone when	
	products to	Manipulate			shading	
	make different	materials to				
	colours	create different			Know that	
		effects by			'tone' refers to	
	Experiment	cutting, creasing,			the light and	
	with different painting	folding, weaving, etc.			dark areas of an object or	
	techniques to	ctc.			artwork	
	create	Test and finalise				
	different	ideas again			Control a pencil	
	textures	design criteria			to shade tones	
					smoothly from	
	Add fine detail using smaller	Evaluate their final product			light to dark using the four	
	brushes	against their			rules of rules of	
	brusiles	design criteria.			shading	
	Create designs	J				
	using both				Blend tones	
	positive and				gradually so	
	negative				that there aren't	
	impressions of my hand				any sudden changes from	
	illy lialia				dark to light	
PSHE	Being Me in	Celebrating	Dreams and Goals	Healthy Me	Relationships	Changing Me
	My World	Difference				
			D.CC: 1: 1 11			
	Sotting	Families and	Difficult challenges	Exercise	Family roles and	How babies grow
	Setting	Families and	and achieving		Family roles and responsibilities	3
	Setting personal goals	Families and their differences		Exercise Fitness challenges	· · · · · · · · · · · · · · · · · · ·	How babies grow  Babies
	Ŭ		and achieving	Fitness	responsibilities	3
	personal goals	their differences  Family conflict  and how to	and achieving success	Fitness challenges Food labelling	responsibilities  Friendship and  negotiation	Babies
	personal goals  Self-identity and worth	their differences  Family conflict and how to manage it (child-	and achieving success  Dreams and ambitions	Fitness challenges Food labelling and healthy	responsibilities  Friendship and negotiation  Keeping safe	Babies Outside body changes
	personal goals  Self-identity and worth  Positivity in	their differences  Family conflict  and how to	and achieving success  Dreams and	Fitness challenges Food labelling	responsibilities  Friendship and negotiation  Keeping safe online and who	Babies Outside body
	personal goals  Self-identity and worth	their differences  Family conflict and how to manage it (child- centred)	and achieving success  Dreams and ambitions  New challenges	Fitness challenges Food labelling and healthy swaps	responsibilities  Friendship and negotiation  Keeping safe	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in	their differences  Family conflict and how to manage it (child-	and achieving success  Dreams and ambitions	Fitness challenges Food labelling and healthy	responsibilities  Friendship and negotiation  Keeping safe online and who	Babies Outside body changes
	personal goals  Self-identity and worth  Positivity in challenges	Family conflict and how to manage it (child- centred) Witnessing	and achieving success  Dreams and ambitions  New challenges  Motivation and	Fitness challenges Food labelling and healthy swaps Attitudes	responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights	Family conflict and how to manage it (child- centred) Witnessing bullying and how to solve it	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and	Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe	responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen Being aware of how	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities	Family conflict and how to manage it (child- centred) Witnessing bullying and how to solve it	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome	Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's	responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen Being aware of how my choices	Babies  Outside body changes  Family stereotypes
	self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and	Family conflict and how to manage it (child- centred)  Witnessing bullying and how to solve it  Recognising how words can be	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and	Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important	responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen Being aware of how	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities	Family conflict and how to manage it (child- centred) Witnessing bullying and how to solve it	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles	Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's	responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen Being aware of how my choices	Babies  Outside body changes  Family stereotypes
	self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and	Family conflict and how to manage it (child- centred)  Witnessing bullying and how to solve it  Recognising how words can be	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome	Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it's important online 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	Babies  Outside body changes  Family stereotypes
	self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning	Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it's important online and offline	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	Babies  Outside body changes  Family stereotypes
	self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices	Family conflict and how to manage it (child- centred)  Witnessing bullying and how to solve it  Recognising how words can be hurtful  Giving and	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning	Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it's important online and offline scenarios  Respect for	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	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings	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	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	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others'	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes	Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it's important online and offline scenarios  Respect for	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	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings	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	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	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others'	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings	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	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	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others'	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings	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	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	Babies  Outside body changes  Family stereotypes
Music	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others'	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings	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	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	Babies  Outside body changes  Family stereotypes
	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others'	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings	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	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	Babies  Outside body changes  Family stereotypes
Music French Trips/Experiences	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others' perspectives	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings	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	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  British Museum	Babies  Outside body changes  Family stereotypes
Music French Trips/Experiences	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others' perspectives  Museum of London – Pre-	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting	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  Riverside walk/boat trip	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  British Museum - Ancient	Babies  Outside body changes  Family stereotypes  Looking ahead
Music French Trips/Experiences	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others' perspectives  Museum of London – Pre- History	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  Local walk (Geography)	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting	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	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  British Museum - Ancient Egyptians tour/	Babies  Outside body changes  Family stereotypes  Looking ahead
Music French Trips/Experiences	personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others' perspectives  Museum of London – Pre-	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	and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting	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  Riverside walk/boat trip	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  British Museum - Ancient	Babies  Outside body changes  Family stereotypes  Looking ahead



			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

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	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.	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.  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  Plans can be adapted to focus on the needs identified over the year.
		circuit.	temperature.		sound source	

R.E.	What does it	Why are	Why is Jesus	Why do some	What can we	What can we
	mean to be	festivals	inspiring to	people think	learn from	learn from
	Hindu today?	important to	some people?	that life is like a	religions about	religions about
		religious		journey and	deciding what is	deciding what is
	I can describe	communities?	I can make	what significant	right and wrong?	right and
	how Hindus	Lanca et la tatala	connections	experiences		wrong?
	express their faith	I can give ideas about what	between some of Jesus'	mark this?	I can suggest rules for living and how	I can make
	laitii	matters to	teachings and	I can suggest why	the Golden Rule	connections
	I can make	believers in	the way	some people see	can impact	between stories
	connections	festivals	Christians live	life as a journey	behaviour	
	with some		today	and identify key		I can discuss
	Hindu beliefs	I can make		milestones	I can discuss how	ideas about
	and teachings	connections	I can describe		people decide	temptation
		between stories,	how Christians	I can suggest	right and wrong	
	I can discuss	symbols and	celebrate Holy	reasons why		I can give
	links between	beliefs and	Week and	marking	I can give	examples of how
	the actions of Hindus with	festivals	Easter Sunday	milestones of life	examples of rules for living from	some
	people of	I can explore	I can identify	are important to Christians,	Judaism	inspirational people have
	other faiths	what is	the most	Hindus and	Judaisiii	been guided by
	Other faiths	celebrated and	important parts	Jewish people	I can give	religion
	I can suggest	remembered in	of Easter of	sewisii peopie	examples of rules	Teligion
	reasons why	religious	Christians and	I ca describe	for living from	
	being a Hindu	communities and	explain why	what happens in	Christianity	
	is a good thing	own lives	·	Christian	<b>'</b>	
	and why it		I can make	ceremonies of	I can give	
	might be hard	I can identify	connections	commitment	examples of rules	
	sometimes	similarities and	between the		for living from	
		differences in the	Easter story of	I can make	Humanism	
		celebrations of	Jesus and the	connections		
		festivals	wider 'big story'	about how		
			of the Bible	believers show		
		I can ask		commitment		
		questions about		with my own		
		what matters		ideas about		
		most to believers in festivals		community,		
		III lestivais		belonging and belief		
				bellet		
				I can describe		
				what happens in		
				Jewish		
				ceremonies of		
				commitment		
				I can describe		
				what happens in		
				Hindu		
				ceremonies of		
				commitment		
DE	Games-	Games- Handball	Games-	Games- Hockey	Net/wall-Tennis	Rounders
PE	Dodgeball	I can apply my	Basketball	l can	I can explain how	I understand the
	I can explain	passing and	I can refine my	dribble the ball	we can win a	concept of
	when, where	moving skills to	dribbling in	keeping		batting and
	and why we	keep possession	order to keep	possession to	game of tennis.	fielding.
	would jump or	in mini game	control and	beat an		
	duck to avoid	situations.	possession of	opponent.	I can use my	I can explain the
	the ball during		the ball.		racket to direct	roles of the
	a game.	I can develop		I can use passing,	the ball towards a	bowler and the
		passing and	I can use passing	(short and long)	space to win a	back stop and
	l can	creating space	(bounce and	and moving skills	point.	what their
	understand	and explore the	chest) and	to keep	Lean ovalain	purpose is within
	how and why	transition	moving skills to	possession	I can explain when and where	the game.
	we need to throw with	between attack and defence	keep possession	Lean use naccine	to play the	I can hit the ball,
	power when	and detelled	in mini game situations.	I can use passing and dribbling to	backhand shot.	and know where
	throwing at a	I can work out	Situations.	create an attack	223	and why to hit it.
	target which is	simple tactics for	I can use	that results in a	I can make	
	further away.	creating space	passing and	shooting	decisions as to	
		and keeping	dribbling to	opportunity.	when to apply	I can use fielding
	I can develop	possessio <b>n.</b>	create space,	,	either a forehand	skills and
	my catching	μοσοσοσίοι Ι.	and transition	I can understand	or backhand shot	understand
	skills and		between attack	the difference	in game situations	where fielders
	understanding	I can explain how	and defence.	between,		can position
	of why we	to shoot and		intercepting,		themselves to
		+	<b>-</b> • •	* · *	+	

	need to catch	where, when and	I can explain	blocking and	I can use tactical	prevent the
	during a game.	why I shoot to	how to shoot	tackling and	play (creating	batter from
	I can use my	increase my chances of	but where to shoot from and	when, where and why these are	space) to win a point.	scoring.
	understanding	scoring.	why.	used in a game.	point.	
	of dodging,	3	,	o o		Athletics-
	jumping and	OAA-	I can		OAA-	Throwing and
	ducking and	Communication I can explain what	understand the	Dance – Space	Orienteering I can understand	Jumping
	apply into game	makes an	concept of defending	I can explore	the concept of a	I can explore the
	situations	effective team	(marking) and	movement	map or a plan and	differences
		with the focus	how this can be	through	to be able to use a	between
	Gymnastics-	being on creating	applied during a	improvisation,	key correctly to	throwing for
	Bridges I can explore	tactics as a team.	game to prevent attacking	introducing unison and	help us navigate.	accuracy and throwing for
	movements	I can explain the	opportunities.	matching.	I can use a map to	distance.
	and balances	qualities		Ü	follow a route.	
	creating	required to lead	Dance - Cats	I can apply a		I can throw a
	bridges.	a team	I can explore	canon into my	I can orientate a	primary school
	l can create	effectively.	movement through	movements when performing	map, locate points on the	javelin and know how I can use
	bridge	I can explain	improvisation,	as a character	map, then travel	my body to
	balances on	why we need to	introducing	reacting to a	to them and	throw with
	apparatus and	communicate	unison and	discovery.	record what they	greater distance.
	begin to move	within our team	matching.		find.	Loop throws
	out of them, forming the	whilst developing	I can apply a	I can extend my	I can orientate a	I can throw a primary school
	start of a	different ways of	canon into my	dance skills by	map and locate	shot put and
	sequence.	communicating.	movements	using more	points on the map	know how they
			when	complex	in a set order.	can use my body
	I can move	I can solve	performing as	interacting movements and	I can follow a	to throw with
	over and under	problems by	two contrasting characters.	actions and	given route to	greater distance.
	individual	collaborating and communicating	characters.	incorporate	reach as many	
	bridges on apparatus	within my team.	I can create	apparatus.	points as possible	
	аррагасаз	,	performances		in an allocated	
	I can	l can use	with two		time.	
	developing a	collaboration	contrasting characters.	I can create a		
	sequence,	and communication	0.10.000.01	performance, which will		
	using pair and individual	to create simple	I can extend my	included stage		
	bridges.	attacking and	dance skills by	presence, timing,		
		defending	using more complex	rhythm and		
		tactics.	interacting	sustaining		
			movements and	character.		
			actions and			
			incorporate			
			apparatus.			
			I can create a			
			performance			
			which will included stage			
			presence,			
			timing, rhythm			
			and sustaining			
			character.			
Computing	The Internet	Programming –	Photo Editing	Programming –	Audio Editing for	Data Loggers
Companie		Repetition in	(Link to History)	Repetition in	Podcasts	
	I can describe	Shapes		Games	(Link to Science	I can identify
	how networks	Lean program a	I can identify	Lean dayalan the	and Literacy)	data that can be
	physically connect to	I can program a computer by	changes that can be made to	I can develop the use of count-	I can identify that	gathered over time
	other networks	typing	images	controlled loops	sound can be	
		commands (in a	_	in a different	digitally recorded	I can use a digital
	I can recognise	text-based	I can explain the	programming	1	device to collect
	how networked	language)	effect that editing can have	environment	I can name devices that can	data
	devices make	I can write an	on an image	I can modify	record and play	I can explain that
	up the internet	algorithm to	-0-	loops to produce	sound	a data logger
				a given outcome		collects 'data
		+		* . *	•	



	I can explain	produce a given	I can change the		I can identify	points' from
	how websites	outcome	composition of	I can explain that	inputs and	sensors over
	can be shared		an image	in programming	outputs to play	time
	via the World Wide Web	I can test my algorithm in a	I can consider	there are infinite loops and count-	audio or record sound	I can talk about
	Wide Web	text-based	that changes to	controlled loops	Journa	data captured
	I can create	language	images might be	and I can choose	I can use a digital	
	media which	0 0	made	when to use both	device to record	I can import a
	can be found	I can explain			sound	data set
	on websites	what 'repeat'	I can give	I can develop a		
		means	examples of	design that	I can plan and	I can use a
	I can recognise how the	I can use a count-	positive and negative effects	includes 2 or more loops	write content for a podcast	computer to sort data
	content of the	controlled loop	that retouching	which run at the	a poucast	uata
	WWW is	to produce a	can have on an	same time	I can save and	I can identify
	created by	given outcome	image		open a digital	data needed to
	people			I can modify an	recording as a file	answer
		I can change the	I can choose	infinite loop		questions
	I can explain	number of times	appropriate		I can edit an audio	
	that there are rules to	a task is repeated	tools to edit an	I can design a project that	recording	I can interpret data
	protect	repeated	image	includes	I can choose	uata
	content	I can choose	I can sort 'fake'	repetition	suitable sounds to	I can explain the
		which values to	or 'real' images	· <del>- · ·</del>	include in a	benefits of using
	I can evaluate	change in a	_	I can evaluate	podcast	a data logger
	the	'loop'	I can evaluate	and refine the		
	consequences	Lana de est	how changes	algorithm in my	I can evaluate	
	of unreliable content	I can decompose a task into small	can improve an image	design	editing choices made and suggest	
	content	steps	iiiiage		improvements	
		зісрэ			improvements	
		I can create a				
		program and				
		develop it by				
		debugging it				
Art / DT	DT Textiles Fastenings	DT Electric Systems Torches	Art- Formal Elements of Art	DT Structures Pavilions	Art- Sculpture	Art- Art and Design Skills
	rusterings	Systems forenes	Elements of Art	1 dvillolis	Create a musical	Design Skins
	Identify and	Learn about	Develop a range	Create a range of	instrument from	Know lenticular
	evaluate	electrical items	of mark-making	different shaped	recycled materials	printing gives an
	different types	and how they	techniques	frame structures		optical illusion
	of fastenings	work	E	Know what a	Decorate musical	Marana dha cadh ta
	Design a	Identify	Experiment with charcoal to	pavilion is	instruments from recycled materials	Know that this illusion is
	product to	electrical	create different	Design a framed	recycled illaterials	created using
	meet a design	conductors and	textures and	structure	Create a collage in	two images
	criteria that	insulators	effects		the style of an	
	includes a			Build a free-	artist	make my own
	fastening	Analyse and	Create patterns	standing		willow pattern
	Make test and	evaluate	using printing	structure	Create a sculpture	design by:
	Make, test and alter a paper	electrical products	techniques	Add cladding to a	in the style of El Anatsui using	<ul> <li>drawing the three parts of</li> </ul>
	template	products	Make their own	frame structure	recycled materials	my story
		Design a torch	stamp using			using undiluted
	Assemble their	which satisfies	geometric and	Evaluate my	Create a sculpture	ink to add detail
	book jacket	both the design	mathematical	frame structure	in the style of	• using a water
	Evaluata bassa	and success	shapes		sculptor Sokari	wash to add
	Evaluate based on the design	criteria	Apply		Douglas Camp	lighter tones • adding an
	criteria	Make a working	mathematical			outline to my
	CHIELIA					plate
	Criteria	torch with a	techniques of			plate
	Criteria	torch with a circuit and a	reflection and			plate
	Citteria		reflection and symmetry to my			Draw a design
	Unteria	circuit and a switch	reflection and symmetry to my artwork to			Draw a design for a three-
	Citteria	circuit and a switch Evaluate the	reflection and symmetry to my artwork to create a flip			Draw a design for a three- dimensional
	Ulteria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to			Draw a design for a three-
	Citeria	circuit and a switch Evaluate the	reflection and symmetry to my artwork to create a flip			Draw a design for a three- dimensional
	Ulteria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to create a flip pattern			Draw a design for a three- dimensional piece
	Ulteria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to create a flip pattern  Use a compass safely and accurately to			Draw a design for a three-dimensional piece  Use tools and my hands to carve, model and refine
	Ulteria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to create a flip pattern  Use a compass safely and accurately to divide a circle			Draw a design for a three- dimensional piece Use tools and my hands to carve,
	Citeria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to create a flip pattern  Use a compass safely and accurately to divide a circle into arcs to			Draw a design for a three-dimensional piece  Use tools and my hands to carve, model and refine my sculpture
	Citeria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to create a flip pattern  Use a compass safely and accurately to divide a circle into arcs to recreate the			Draw a design for a three-dimensional piece  Use tools and my hands to carve, model and refine my sculpture  Paint in the style
	Citeria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to create a flip pattern  Use a compass safely and accurately to divide a circle into arcs to recreate the flower of life			Draw a design for a three-dimensional piece  Use tools and my hands to carve, model and refine my sculpture  Paint in the style of a famous
	Citeria	circuit and a switch Evaluate the torch against the	reflection and symmetry to my artwork to create a flip pattern  Use a compass safely and accurately to divide a circle into arcs to recreate the			Draw a design for a three-dimensional piece  Use tools and my hands to carve, model and refine my sculpture  Paint in the style

						Understand the role of a curator and to create an exhibit  Arrange and draw a still-life image from observation
PSHE	Being Me in	Celebrating	Dreams and	Healthy Me	Relationships	Changing Me
	My World	Difference	Goals	Healthier	Jealousy	Unique me
	Being part of a	Challenging	Hopes and	friendships	Jealousy	Unique me
	class team	assumptions	dreams	eps	Love and loss	Keeping healthy
		·		Group dynamics		Recoming reducing
	Being a school	Judging by	Overcoming		Memories of	Girls and
	citizen	appearance	disappointment	Smoking	loved ones	puberty
	Rights,	Accepting self	Creating new, realistic dreams	Alcohol	Getting on and	
	responsibilities	and others	realistic dreams	Alcohol	Falling Out	Circles of change
	and democracy		Achieving goals	Assertiveness	. 6	Accepting
	(school	Understanding			Girlfriends and	change
	council)	influences	Working in a	Peer pressure	boyfriends	
	Rewards and	Understanding	group	Celebrating inner	Showing	Looking ahead
	consequences	bullying	Celebrating	strength	appreciation to	
	consequences	~~,8	contributions	ou ongen	people and	
	Group	Problem-solving			animals	
	decision-		Resilience			
	making	Identifying how	Docitivo			
	Having a voice	special and unique everyone	Positive attitudes			
	aving a voice	is	attitudes			
	What					
	motivates	First impressions				
B.G	behaviour					
Music						
French						
Trips/Experiences	British	Soanes Centre –	Westminster	Trip to Epping	Roman ruins &	St Paul's
	Museum –	Electric circuits	Abbey -Christian	Forest	Guildhall –	Cathedral –
	Ancient Greeks	workshop	Life and	(Geography)	Romans (History)	Mosaic
	(History)	(Science)	Worship tour (RE)			workshop (Art)
		Theatre trip?	()			( 5)

			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	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	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.	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 use the eight points of a compass to build knowledge of the United Kingdom and the wider world.					

	I can start to use 4-figure grid reference <b>s</b>					
Science	Earth and Space	Properties and Changes of Materials	Forces	Super Scientists & Innovative	Living Things And their habitats	Animals inc. Humans
		and Changes of Materials  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.  I know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.  I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  I can demonstrate that dissolving, mixing and changes of state are reversible	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.  I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.			
		reversible changes.	÷ × .	<b>*</b> *	_•	

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

I can explain	I can develop	defenders to	applied during a	I can explain what	I can develop my
how my role	my defending	score a try.	game to prevent	happens if the	fielding skills under
changes and I	skills; tackling,		attacking	batter misses the	pressure, applying
become a	pressuring and	I can use	opportunities.	ball.	these into mini
defender as soon as I lose	marking.	different	I can refine my	I can tactically	games.
possession of	I can develop	passing styles	shooting skills,	select players to	I can explain how
the ball.	my shooting,	(loop pass), which can be	applying this into	play in positions	my role as a batter
	applying this	used to outwit	game situations.	that utilise their	changes depending
I can explain	into game	defenders to	t and a southly	skills.	on the game
the difference	situations and when pressure	score a try.	I can explain where, when and	I can apply prior	situation.
between	is applied by a	,	why we shoot.	knowledge of	
attacking and	defender.	I can explain	,	fielding and	Athletics – Running
defending		how to defend	I can explain the	tactical thinking in	
positions.	I can apply my	in tag rugby.	rules of hockey	games.	I can use the
	prior learning		and will start to	Dance Counities	correct technique
I can explain	of passing and	I can use basic	take responsibility for	Dance – Carnival I can create group	used for sprinting.
where and why	dribbling to move the ball	defending tactics and	officiating their	movements	I can use my
other passing styles will be	up the pitch,	formations,	own games.	selecting and	understanding of
effective.	creating an	which can be		applying	running for speed
	attack that	applied to	I can apply prior	choreography	as part of a team.
Gymnastics –	results in a	prevent the	learning of passing, dribbling	into a routine.	I can use the
Counter	successful shooting	attackers from	and moving to	I can create	correct technique
balances and	opportunity.	scoring.	create an attack	movements from	when running for
counter	орронату.	_	that results in a	a stimulus	distance.
tension	I can begin to	Games-	shooting	creating dances	
	develop an	Badminton I can explain	opportunity.	that use compositional	
I can explore	understanding	how we can win		principles.	
the concept of counter	of the rules	a game of	OAA-	pe.p.co.	
balance.	(laws) of football and	badminton.	Communication	I can review,	
	will start to		I can explain	describe and	
I can perform	take	I know when	what makes an effective team.	evaluate dance	
counter	responsibility	and where to	enective team.	performances.	
balances on apparatus and	for officiating	play the	I can explain	I can rehearse	
explore how to	games.	forehand shot.	what makes an	and perform	
move out of	11 111.		effective team	dance sequences	
them and off	Health Related	I know when	leader.	with technical	
the apparatus.	Exercise	and where to play the	l can	control and a	
I can explore		backhand shot	communicate	good sense of rhythm.	
the concept of	I can explain 4		within a team	myumi.	
counter	health related	I know how to	whilst developing		
tension.	assessments and record my	create space to	different ways of		
	scores, ready	win a point.	communicating.		
I can create a	to compare				
sequence	them against	I can explain			
demonstrating	my scores	how players can control the			
counter	recorded at the end of the	game from the			
balance and	programme in	beginning			
counter tension.	week 6.	(serve) by			
terision.		thinking about			
	I can explain the functions	how and where			
	of the	to serve.			
	cardiovascular				
	system and				
	how aerobic				
	fitness affects				
	our bodies.				
	I can explain				
	the meaning				
	of flexibility				
	and how				
	flexibility affects our				
	bodies.				
	_00.00.				
	I can explain				
	the meaning				
	* x +	<b>*</b> * .	* * * *	* * *	

		of strength				
		and how strength				
		affects our				
		bodies.				
		I can explain				
		what aerobic				
		fitness is and				
		how exercise affects our				
		bodies.				
Computing	Gender	Video Editing	Physical	Sharing	Vector Drawings	Flat-file Databases
	Balance in Computing	I can explain	Computing	Information	I can identify	I can use a form to
	project	what makes a	Lagra build a	I can explain that	drawing tools can	record information
		video effective	I can build a simple circuit to	computers can	be used to	
	I can describe		connect to a	be connected	produce different	I can compare
	careers in the STEM field	I can use a digital device	computer	together to form systems	outcomes	paper and computer-based
	31 EIVI IIeld	to record		393001113	I can create a	databases
	I can discuss	video	I can write a	I can recognise	vector drawing by	
	the impact &		program that	the role of	combing shapes	I can group and sort
	importance of computing in	I can capture video using a	includes count- controlled loops	computers in our lives	I can use tools to	data to answer guestions
	our lives	range of	controlled loops	lives	achieve a desired	questions
		techniques	l can explain	I can recognise	effect	I can use tools to
	I can prepare	1	that a loop can	how information	Lunana esta esta esta esta esta esta esta est	refine data
	questions to ask a role	I can create a storyboard	stop when a	is transferred over the internet	I recognise that vector drawings	I can explain how
	model	5.0.7500.0	condition is		consist of layers	computer programs
		I can improve	being met	I can contribute		are used to
	I can find out	a video	L can conclude	to a shared	I can group	compare data
	more about my preferred way	through reshooting	I can conclude that a loop can	project	objects to make them easier to	visually
	of working	and editing	be used to	I can evaluate	work with	I can answer real-
			repeatedly	different ways of		world questions
	I can research answers to	I can consider the impact of	check whether a condition has	working together online	I can evaluate my	
	questions	choices made	been met	Offilite	vector drawing	Selection in
	questions	when making	Jeen met			Quizzes
	I can create a	and sharing a	I can design a			
	presentation	video	physical project			I can explain how selection is used in
			that includes			computer programs
			selection			, , , , , , , , , , , , , , , , , , ,
						I understand that a
			I can create a controllable			conditional statement connects
			system that			a condition to an
			includes			outcome
			selection			Lana avalain havv
						I can explain how selection directs
						the flow of a
						program
						I can design, create
						and evaluate a
						program that uses
						selection
Art / DT	Art- Art and	Art Formal	DT Electrical	DT Mechanical	Art- Every Picture	DT Digital World
	design skills	Elements	Systems	Systems Pop-up	Tells a Story	Monitoring Devices
	Use words to	Architecture	Explore, analyse	books	Evaluate and	Carry out research
	describe an	Draw by	and evaluate	Design a pop-up	analyse creative	to develop design
	object help my	interpreting	greeting cards	book with a	work using the	criteria
	visual literacy	forms from	Evenovies and a self-	mechanism	language of art,	M/sito c
	skills in being able to draw	direct observation	Experiment and construct a	Follow my design	craft and design	Write a program to monitor the
	the object	22321 4411011	functional	brief to make my	Create a	ambient
		Compose a	series circuit	pop-up book	symmetrical,	temperature
	Use fine	print from a	Crooto -	Hea lavore ====	abstract art form	including an alert
	control with a pencil to make	larger observational	Create a moodboard to	Use layers and spacers to cover	Create a message	Generate creative
	a detailed and	drawing	help inspire and		(with meaning)	and unique
		* * .	* × .	* * <u>*</u>	*	



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



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

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

	Dance					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
	Dance					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
	Dance					connections between belief in grace of God teachings and sources of
	Dance					religions
PE The	ne Circus Y5	<b>Invasion:</b> Football	Invasion: Basketball	Invasion: Dodgeball	Striking & Fielding	Striking & Fielding
Lcar	n explore the	I can consolidate my ability to use	I can consolidate my use	I can explain where we	Rounders I can explain	Cricket
	ial divide and	passing, dribbling	of passing, dribbling and	stand on the	my role and	I can explain
	ejudices that disted in the	and moving skills	moving skills to keep possession and score.	court when throwing the	my team's roles when	different techniques to
	9th century	to keep possession and	possession and score.	ball which	batting and	use when
	through	score.	I can use my prior	results in us	fielding.	batting.
m	novement.	I can consolidate	learning of passing, dribbling and moving, to	hitting our	I can use my	I can effectively
	I can	my	move the ball up the	opponent.	knowledge of	apply a range of
der	monstrate a	understanding of	court, creating an attack		fielding	fielding skills
	greater	the rules (laws)	that results in a	I can explain	tactics and	and tactics into
	erstanding of	of the game and how they can	successful shot.	where we stand on the	consider when, where	mini games.
· · · · · · · · · · · · · · · · · · ·	prejudices in ociety in the	apply this	I can develop my	court to	and why I will	I can effectively
	Century and	knowledge to	understanding of the	reduce the	apply these	apply a range of
	ortray this	play in mini	terminology relating to	chances of our	during a	bowling skills
	derstanding	games.	defending.	opponents hitting us with	game.	and tactics into mini games.
	through evement and	I can use my	I can consolidate my	the ball.	I can explain	8063.
	racterisation.	knowledge and	understanding of		what happens	I can apply
	_	understanding of	attacking tactics applying them into game	I can explain why we need	if the batter	attacking and defensive tactics
	can create vements that	defending and how different	situations.	to quickly	hits the ball backwards.	to mini games.
	epresent a	tactics can be		transition	Dackwarus.	6363.
V	variety of	applied during a	I can consolidate my	from attack to	I can explain	Athletics
	ferent circus	game to prevent attacking	understanding of defensive tactics,	defence and defence to	tactics which batters can	I can use my
p€	erformers.	opportunities.	applying them to game	attack when	apply during	understanding
Lca	an perform		situations.	playing	the game.	of running for
	ovements to	I can create,	Danco	dodgeball.	No. (34: "	speed in a
	stinguishing	organise and	Dance The Titanic	I can take	Net / Wall Badminton	competition.
	etween the different	apply formations when defending	I can create balances and	turns to	200111111011	I can use my
	erformers	and attacking	movements that	officiate	I know	understanding
thr	rough clear	into game	represent The Titanic.	dodgeball games.	different forehand and	of running for distance in a
mov	vements and	situation <b>S</b> .	I can use levels and	J0.	backhand	competition.
ex	expression.		characterisation to	OAA	shots that can	
		I can manage my	differentiate between each of the different	Orienteering I can use a key	be played	I can use my
	n consolidate	team selecting	social classes.	correctly to	during a game.	understanding of throwing in a
• •	performance ilising props	players to play in certain positions		help navigate.	gaille.	competition.
	apparatus to	and understand	I can develop group	Lance and the	I know when,	
	extend	what skills and	movements selecting and	I can orientate a map, locate	where and	I can use my
char	racterisation	attributes are	applying choreography into a routine.	points on the	why I can play different	understanding of jumping in a
and	d expression.	required to be		map, then	forehand and	competition.

Compet season decided with a season of the			successful in	I can perform	travel to them	backhand	
work, making value evaluations, or performance, chorvegraphy, stage presence, training, mythms what activity and evaluations.  Health Related Econoption of motoring and the earth related assessments and record my scores, ready to compare them work for a compare the programme in work for Econoption of mitoring.  Computing (Riccited)  Lean explain the functions called and or severe the programme in work for Econoption of mitoring.  Lean explain the functions called and develop my strength I can explain the meaning of flexibility and develop my strength and develop my strength I can explain the meaning of strength and develop my strength I can explain the meaning of strength and develop my strength I can explain the meaning of strength and develop my strength I can explain the meaning of strength and develop my strength I can explain the meaning of strength and develop my strength I can explain the meaning of strength and develop my strength I can explain the meaning of strength and develop my strength I can explain the meaning of treating and perform an explain changing results I can explain the meaning of strength and develop my strength I can explain the meaning of treating and perform an explain the meaning of strength and develop my strength I can explain the meaning of treating and perform an explain the meaning of treating and perform an explain the meaning of strength and develop my strength I can explain the meaning of treating and perform an explain the meaning of the comparing my search and comparing my search and comparing results I can explain that objects and the explain the meaning of the comparing my search and comparing results I can explain that objects are called to whom the order of explain the expla							I can make
work, making, valid evaluations on performance, choreography, singer prosection, which can be an extracted and sustaining character.  Health Related Locrace  Locrace and sussessments and health related answers and record my cores, ready to compare them against my support to compare the programm and how against my support to compare them against my support to compare them against my support to compare the programm and how against my support to compare them against my support to compare the programm and how against my support to compare the programm and how against my support to compare the programm and how against my support to compare the programm and how against my support to compare the programm and how against my support to the programm and how against my support to compare the programm and how against my support to compare the programm and how against my support to compare the programm and how against my supp				• .	what they	_	decisions about
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An any pand component to an artherist concept of matching.  Health Related Exercise  Recritical can explain the dearth related at sessements and record my concept of marching.  Computing  Computing  Computing  Autumn 2)  Computing  Computing  Autumn 2)  Computing  Autumn 2)  Computing  Autumn 2)  Computing  Computing  Autumn 2)  Computing  Computing  Autumn 2)  Computing  Computing  Autumn 2)  Computing  Computing  Computing  Computing  Autumn 2)  Computing  Computing  Computing  Computing  Autumn 2)  Computing  Computing  Computing  Computing  Computing  Computing  Computing  Autumn 2)  Computing			C atian	•		•	
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Exercise  I can explain and heath related assessments and record my scores, rately to compare the maning of flexibility and develop my flexibility.  Computing  Compu			I can explain how			•	
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I can explain the concept of mirroring, an allocated time. I can explain the concept of mirroring against movements, to compare the functions of the cardiovascificness affects our boddies.  I can explain the meaning of flexibility and develop my flexibility and develop my flexibility and develop my strength and develop my strength and develop my strength and develop files files is an apport form an aerobic circuit.  Computing (Biocked in Auturn 2)  (Biock		LACICISE	_			_	
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Art / DT	London Then and Now (2 Hours per week with an outside agency) Will need to be replaced next year with DT Textiles	I recognise how we communicate using technology  I can evaluate different methods of online communication  Web Creation I can review an existing website and consider its structure  I can plant features of a webpage  I can consider the ownership and use of images (copyright)  I recognise the need to preview pages  I can outline the need for a navigation path  I recognise the implications of linking to content owned by other people  Blocked in the first half term	Art- Make my voice heard  Create my own graffiti tag and my tag will include:  • block letters  • serifs • two contrasting colours  Add a 3D shadow to their tag	DT Food- Come Dine with me  Research and design a three- course meal  Write up a recipe  Prepare ingredients	objects can be broken down into a collection of 3D shapes  I can design, develop and improve a digital model by combing 3D objects  DT Structures Playgrounds with a variety of structures using the techniques	I can design a project that uses inputs and outputs on a controllable device  I can develop a program to use inputs and outputs on a controllable device  Art Photography  Create a photo montage using secondary source photographs  Use text and image together to create meaningful and powerful photo posters as a 'truism'  Understand
Art / DT		people Blocked in the first				Art Photography
	week with an	nair term				
	Will need to be		tag and my tag will		playground	•
			<ul><li>block letters</li></ul>		· ·	
				· ·		meaningful and
			_		structures	posters as a
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			i e e e e e e e e e e e e e e e e e e e			
			Use Käthe Kollwitz as an	and follow a recipe safely	demonstrated as well as	abstract art through
			inspiration to add to lines to a portrait to		as well as prior	
			inspiration to add to	recipe safely and sensibly Describe the	as well as	through photography Develop a self portrait from a
			inspiration to add to lines to a portrait to show an emotional	recipe safely and sensibly Describe the process of 'Farm to Fork'	as well as prior knowledge of structures Test and	through photography  Develop a self portrait from a photograph and translate it into a
			inspiration to add to lines to a portrait to show an emotional expression	recipe safely and sensibly Describe the process of 'Farm to Fork' for a given ingredient	as well as prior knowledge of structures Test and adapt my design to	through photography  Develop a self portrait from a photograph and translate it into a drawing
			inspiration to add to lines to a portrait to show an emotional expression  Plan and create a drawn composition in the style of Picasso's 'Guernica'	recipe safely and sensibly Describe the process of 'Farm to Fork' for a given	as well as prior knowledge of structures Test and adapt my	through photography  Develop a self portrait from a photograph and translate it into a drawing  Replicate the mood and
			inspiration to add to lines to a portrait to show an emotional expression Plan and create a drawn composition in the style	recipe safely and sensibly  Describe the process of 'Farm to Fork' for a given ingredient using a	as well as prior knowledge of structures Test and adapt my design to	through photography  Develop a self portrait from a photograph and translate it into a drawing  Replicate the mood and expression of a painting through
			inspiration to add to lines to a portrait to show an emotional expression  Plan and create a drawn composition in the style of Picasso's 'Guernica'  Create a sculpture of a head using clay  Convey a message or	recipe safely and sensibly  Describe the process of 'Farm to Fork' for a given ingredient using a storyboard  Contribute an attractive and	as well as prior knowledge of structures  Test and adapt my design to improve it  Use a range of materials to reinforce	through photography  Develop a self portrait from a photograph and translate it into a drawing  Replicate the mood and expression of a
			inspiration to add to lines to a portrait to show an emotional expression  Plan and create a drawn composition in the style of Picasso's 'Guernica'  Create a sculpture of a head using clay	recipe safely and sensibly  Describe the process of 'Farm to Fork' for a given ingredient using a storyboard  Contribute an attractive and easily understood	as well as prior knowledge of structures  Test and adapt my design to improve it  Use a range of materials to reinforce and add decoration to	through photography  Develop a self portrait from a photograph and translate it into a drawing  Replicate the mood and expression of a painting through
			inspiration to add to lines to a portrait to show an emotional expression  Plan and create a drawn composition in the style of Picasso's 'Guernica'  Create a sculpture of a head using clay  Convey a message or emotion in sculpture by:  o using clay sculpting tools	recipe safely and sensibly  Describe the process of 'Farm to Fork' for a given ingredient using a storyboard  Contribute an attractive and easily understood recipe page to a class	as well as prior knowledge of structures  Test and adapt my design to improve it  Use a range of materials to reinforce and add decoration to my structures	through photography  Develop a self portrait from a photograph and translate it into a drawing  Replicate the mood and expression of a painting through
			inspiration to add to lines to a portrait to show an emotional expression  Plan and create a drawn composition in the style of Picasso's 'Guernica'  Create a sculpture of a head using clay  Convey a message or emotion in sculpture by:  o using clay sculpting tools o adding facial features using additional pieces of	recipe safely and sensibly  Describe the process of 'Farm to Fork' for a given ingredient using a storyboard  Contribute an attractive and easily understood recipe page to	as well as prior knowledge of structures  Test and adapt my design to improve it  Use a range of materials to reinforce and add decoration to	through photography  Develop a self portrait from a photograph and translate it into a drawing  Replicate the mood and expression of a painting through
			inspiration to add to lines to a portrait to show an emotional expression  Plan and create a drawn composition in the style of Picasso's 'Guernica'  Create a sculpture of a head using clay  Convey a message or emotion in sculpture by:  o using clay sculpting tools o adding facial features	recipe safely and sensibly  Describe the process of 'Farm to Fork' for a given ingredient using a storyboard  Contribute an attractive and easily understood recipe page to a class cookbook	as well as prior knowledge of structures  Test and adapt my design to improve it  Use a range of materials to reinforce and add decoration to my structures  Create	through photography  Develop a self portrait from a photograph and translate it into a drawing  Replicate the mood and expression of a painting through

PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Understand where their food comes from  Evaluate their three-course meal  Healthy Me	Evaluate my final product  Relationships	Changing Me
	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	Perceptions of normality  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	Puberty  Babies - conception to birth  Conception (Year 5)  Boyfriends/ girlfriends  Real self and ideal self  The year ahead
	Role-modelling				technology use	
Music	3					
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