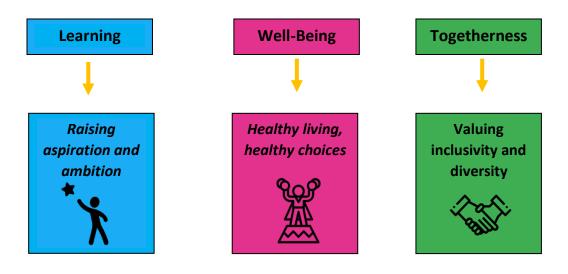


2023.24 Wider Curriculum

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.

As the school has some mixed-age classes, we work on a two-year rolling programme for our Wider Curriculum foundation subjects (Cycle A and Cycle B).

Our English and Maths are taught as year group-specific.

This structure allows the children to cover all the necessary knowledge and skills objectives over the 2 years they are in each phase.

Our class breakdown is: KS1 is Year 1, Year 2 and Years 1&2 Lower KS2 is Year 3, Year 4 and Year 3&4 Upper KS2 is Year 5, Year 6 and Year 6

Academic Year:

2021.22 = Cycle A

2022.23 = Cycle B

2023.24 = Cycle A

2024.25 = Cycle B

		Hist	ory / Geog	raphy		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Cycle A: Living in the Past	Cycle A: Map It! Our School and Our City	Cycle A: Queen Elizabeth II	Cycle A: Focus country – China	Cycle A: On the coast Cycle B: Where do we	Cycle A: Great Sea/Space Explorers
	Cycle B: Living in the Past	Cycle B: Our World, Our Country	Cycle B: Queen Victoria	Cycle B: Where do we live?	work? Focus country - Bangladesh	Cycle B: Changemakers in History
Year 2	Cycle A: Great Fire of London	Cycle A: Map It! Our School and Our City	Cycle A: Queen Elizabeth	Cycle A: Focus Country – China	Cycle A: Comparison of urban and coast locality	Cycle A: Great Sea/Space Explorers
	Cycle B: Great Fire of London	Cycle B: Our World, Our Country	Cycle B: Queen Victoria	Cycle B: Where do we live?	Cycle B: Where do we work? Focus country - Bangladesh	Cycle B: Changemakers in History
LKS2 Cycle A	Cycle A: Athens and Sparta	Cycle A: Map It (Around the World)	Cycle A: Ancient Greek Art and Culture	Cycle A: Volcanoes	Cycle A: Ancient Rome	Cycle A: Roman London
LKS2 Cycle B	Cycle B: Stone Age to Iron Age	Cycle B: Indus Valley	Cycle B: Map It! Europe	Cycle B: Rivers	Cycle B: Ancient Egypt	Cycle B: Mountains
UKS2 Cycle A	Cycle A: Map It! (The UK - counties)	Cycle A: The Anglo Saxons	Cycle A: The Vikings	Cycle A: Enough for Everyone	Cycle A: South America	Cycle A: The Golden Age of Islam – Baghdad and Cordoba
USK2 Cycle B	Cycle B: Local History	Cycle B: Map It! The Americas	Cycle B: The Kingdom of Benin	Cycle B: Our Changing World	Cycle B: World War II	Cycle B: Natural Disasters (Focus continent: Asia)

			Science			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Everyday Materials <u>Knowledge</u> <u>Matrices Y1</u> <u>FV.pdf</u> pg6	Seasonal Change Autumn- Winter <u>Knowledge</u> <u>Matrices Y1</u> FV.pdf pg 8	Animals incl. Humans Year 1 <u>Knowledge</u> <u>Matrices Y1</u> FV.pdf pg 3	Seasonal Change Winter-Spring <u>Knowledge</u> <u>Matrices Y1</u> <u>FV.pdf</u> pg 8	Plants Year 1 <u>Knowledge</u> <u>Matrices Y1</u> <u>FV.pdf</u> pg1	Super Scientists & Innovative
Year 2	Use of Everyday Materials <u>Knowledge</u> <u>Matrices</u> <u>Y2.pdf</u> pg 8	Living Things & Habitats <u>Knowledge</u> <u>Matrices</u> <u>Y2.pdf</u> pg 1	and Year 2 <u>Knowledge</u> <u>Matrices</u> <u>Y2.pdf</u> pg 6	Living Things & Habitats <u>Knowledge</u> <u>Matrices</u> <u>Y2.pdf</u>	Year 2 <u>Knowledge</u> <u>Matrices</u> <u>Y2.pdf</u> pg 4	Inventors
LKS2	Cycle A: Living Things and their Habitats <u>Knowledge</u> <u>Matrices Y4</u> <u>FV.pdf</u> pg1	Cycle A: Electricity <u>Knowledge</u> <u>Matrices Y4</u> <u>FV.pdf</u> pg11	Cycle A: States of Matter <u>Knowledge</u> <u>Matrices Y4</u> <u>FV.pdf</u> pg5	Cycle A: Animals incl. Humans <u>Knowledge</u> <u>Matrices Y4</u> <u>FV.pdf</u> pg3	Cycle A: Sound <u>Knowledge</u> <u>Matrices Y4</u> <u>FV.pdf</u> pg8	Cycle A: Super Scientists & Innovative Inventors
	Cycle B: Rocks	Cycle B: Light	Cycle B: Forces & Magnets	Cycle B: Plants	Cycle B: Animals incl. Humans	Cycle B: Super Scientists & Innovative Inventors
UKS2	Cycle A: Properties and Changes of Materials <u>Knowledge</u> <u>Matrices Y5</u> <u>FV.pdf</u> pg5 Cycle B: Electricity	Cycle A: Earth and Space <u>Knowledge</u> <u>Matrices Y5</u> <u>FV.pdf</u> pg8 Cycle B: Living Things	Cycle A: Forces <u>Knowledge</u> <u>Matrices Y5</u> <u>FV.pdf</u> pg10 Cycle B: Animals inc.	Cycle A: Animals inc. Humans (SRE) <u>Knowledge</u> <u>Matrices Y5</u> <u>FV.pdf</u> pg3 Cycle B: Evolution and Inheritance	Cycle A: Living Things and Their Habitats <u>Knowledge</u> <u>Matrices Y5</u> <u>FV.pdf</u> pg1 Cycle B: Light	Cycle A: Super Scientists & Innovative Inventors Cycle B: Super Scientists &
		and their Habitats	Humans (Yr5 must cover SRE in addition)			Innovative Inventors

	Re	ligious Edu	cation (R.E.)	- SACRE 202	2-2027	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A = 2023.24	Cycle A: Who is a Christian and What do they believe? (Believing)	Cycle A: What can we learn from Sacred Books? (Christian, Muslim and Jewish)	Cycle A: How and why do we celebrate special and sacred times? (To be timed according to Christian/ Jewish (Expressing)	Cycle A: Who is a Muslim and what do they believe?	Cycle A: What makes some places sacred? Christians and Muslims (Expressing)	Cycle A: How should we care for others and the world, and why does it matter? (Living) Christian/ Muslims & Jewish) (Living)
Cycle B = 2024.25	Cycle B: What does it mean to belong to a faith community? (Living)	Cycle B: What can we learn from sacred books? (Christian/ Muslims & Jewish)	Cycle B: How should we care for others and the world, and why does it matter? (Living) Christian/ Muslims & Jewish) (Living)	Cycle B: How and why do we celebrate special and sacred times? (To be timed according to Muslim) (Expressing)	Cycle B: What makes some places sacred? Christians and Muslims (Expressing)	Cycle B: Who is Jewish and what do they believe? (Believing)
LKS2 Cycle A =2024.25	Cycle A: What does it mean to be Hindu in Britain today? (Living)	Cycle A: How do people from religious and non-religious communities celebrate key festivals? (Expressing)	Cycle A: Why do people pray? (Expressing) Christians, Hindus and Muslims	Cycle A: Why are festivals important to religious communities? (Expressing) Christians, Muslims and Jewish	Cycle A: What does it mean to be a Christian today? (Living)	Cycle A: Why is the Bible so important for Christians today? (Believing)
LKS2 Cycle B = 2023.24	Cycle B: What do different people believe about God? (Believing) Christians, Hindus and Muslims	Cycle B: What do different people believe about God? (Believing) Christians, Hindus and Muslims Cont.	Cycle B: Why is Jesus' inspiring to some people? (Believing)	Cycle B: Why do some people think that life is like a journey and what significant experiences mark this?	Cycle B: What can we learn from religions about deciding what is right and wrong? Christians, Jewish and non-religious	Cycle B: (new) How do family life and festivals show what matters to Jewish people? (Living)



UKS2	Cycle A:	Cycle A:	Cycle A:	Cycle A:	Cycle A:	Cycle A:
Cycle A =	Why do some people believe that God exists? (Believing) Christian And non- religious	What would Jesus do? (Believing)	If God is everywhere why go to place of worship? Christians, Hindus and Jewish	What does it mean to be a Muslim in Britain today? (Living)	What can be done to reduce racism? What can we learn from religious and non- religious worldviews?	What can be done to reduce racism? What can we learn from religious and non- religious
			(Expressing)			worldviews? Cont.
Cycle B =	Cycle B: What do religions say to us when life gets hard? (Believing) Christianity, Hinduism, Humanism and Islam.	Cycle B: What matters most to Christians and Humanists? (Living)	Cycle B: (new) Green religion? What do religious and non- religious worldviews teach about caring for the Earth?	Cycle B: Is it better to express your religion in arts & architecture or in charity & generosity? (Expressing) Christians and Muslims non- religious	Cycle B: What difference does it make to believe in Ahimsa, Grace and Ummah? (Living) Christianity, Hinduism, Islam.	Cycle B: What difference does it make to believe in Ahimsa, Grace and Ummah? (Living) Christianity, Hinduism, Islam.

	Computing										
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
KS1	Cycle A: Introduction to Chromebooks	Cycle A: Moving Robots	Cycle A: Grouping Data	Cycle A: Digital Writing	Cycle A: Digital Painting	Cycle A: Programming Animated Stories					
	Cycle B: Introduction to Chromebooks	Cycle B: Robot Algorithms	Cycle B: Making Music	Cycle B: Pictograms	Cycle B: Digital Photography	Cycle B: Programming Quizzes					
LKS2	Cycle A: The Internet	Cycle A: Programming – Repetition in Shapes	Cycle A: Photo Editing	Cycle A: Repetition in Games	Cycle A: Audio Editing	Cycle A: Data Logging					
	Cycle B: Connecting Computers	Cycle B: Programming - Sequencing Sounds	Cycle B: Animation	Cycle B: Programming - Events and Actions	Cycle B: Desktop Publishing	Cycle B: Branching Databases					
UKS2	Cycle A: Systems and Searching	NCCE Gender Balance in Computing project	Cycle A: Dragon's Den project with Multimodal presentation	Cycle A: Sharing Information	Cycle A: Vector Drawings	Cycle A: Programming - Physical Computing					
	Cycle B: Internet Communication	Cycle B: Webpage Creation	Cycle B: Dragon's Den project with Multimodal presentation Cycle B: Programming - Physical Computing (Crumble)	Cycle B: Programming - Variables	Cycle B: 3D Modelling	Cycle B: Programming - Sensing					

		Fre	ench - Foreigr	n Language		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Greetings Alphabet Numbers 0-12 Accents Unf. Fr. (6-7, 20-21).	Days of the week Christmas fem and mas Unf. Fr. (20-21) grapheme OU	Colours Numbers 0-20 How are you? 3 Kings Festival Adjectives (20- 21)	Animals /Pets dictionary skills Easter Adjective position (15) grapheme CH	Body Parts grapheme J	Where in the world is French spoken? (Flags and colours) dictionary skills Capitalisation of nouns Petite Gram (1-2)
Year 4	Create my ID Numbers to 31 Months / dates Age Unf. Fr Les nombres et dates (33-36) graphemes QU (quatorze, quinze,)	Classroom items Christmas Plurals- Petite gram (5) dictionary skills	Talk/Write about holidays Magritte painting // negative form 3 Kings Festival Negative form	School subjects Fr-speaking p.23,76 (subjects) Opinions Time (o'clock) Easter graphemes EZ – É - ET	Places in the house Preposition song https://www.y outube.com/w atch?v=oZvAcJ ZseOo	Transports Fr-speaking p.17 (transp) dictionary skills Adj agreement 16 Definite articles Unf. Fr (14) Petite gram (8) (transp.)
Year 5,6	French-Speaking countries Revision of dates Adj agreement - Petite gram 17-18 Step 1 for Pronouncing Unfamiliar Words in French	Family Christmas L'Annonce de Noël Apostrophes - Petite gram 14 Step 2 for Pronouncing Unfamiliar Words in French	Solar System and Planets Candlemas Adj agreement - Petite gram 19 Step 3 for Pronouncing Unfamiliar Words in French	Talk/Write about pastimes dictionary skills Infinitives - Petite gram 25 Step 4 for Pronouncing Unfamiliar Words in French	Places in town 13 prep of places Pronouncing Unfamiliar Words in French- nasal sound exceptions	Weather and Clothes BOOK: Je m'habille et je te croque Possessive - Petite gram 20-21 Pronouncing Unfamiliar Words in French- nasal sound exceptions

			Art and Des	ign / Design T	echnology		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Cycle A	Art. Abstraction: colour, line and shape	Art. Living Things: paper and mixed media sculpture	DT. Rail Project Primary Engineers Structures+ Mechanisms	DT. moving story books Paper Mechanisms	DT. Puppets Textiles	Art. The Romantics: painting landscapes
	Cycle B	Art. Expressionism: colour, texture, pattern	DT. moving monsters Paper Mechanisms:	Art. Pop Art: Collage and mixed media	Art. Contemporary artists: Painting and sculpting the human form	DT. a balanced diet Food Tech:	DT. Constructing a windmill Structures:
LKS2	Cycle A	D.T. Fastened book covers Textiles	D.T. Torches Electricity	D.T. Pneumatic toy monsters Mechanisms	Art. Early Islamic Empire: Pattern and Print (RC)	Art. Still Life and Landscapes: drawing skills	Art. Abstract Expressionis m: Found object Sculpture
	Cycle B	D.T. Architecture in Schools	Art. Prehistoric Art (Indus valley): drawing and clay animals	D.T. Magnet Fishing games Structures	Art. Impressionism: painting rivers	Art. Contemporary artists: texture and weaving	D.T. Digital world: Microbit pouches Food Tech: Eating seasonally
UKS2	Cycle A	DT. Pop up nursery rhymes Mechanisms	DT. Stuffed toys Textiles	Art. Modernism: Sculpture for peace	Art. Post- Modernism: Activism & 4 th Plinth Awards	DT. Microbit temperature monitors Digital world	Art. Surrealism: photography
	Cycle B	DT. Steady Hand games Electricity	Art. Arts & Crafts: printmaking	DT. Meal and recipe planning Food tech	Art. Street Art: Drawing skills, Collage, and mixed media & 4 th Plinth Awards	DT. Playground Architects Structures	Art. Contemporar y Artists: 2D into 3D, drawing and painting

	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	Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	in me Changes since being a baby Differences between female and male bodies (correct				
Years 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	gender Understanding	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition				
Years 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition				
Years 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council)	Challenging assumptions Judging by appearance Accepting self and others	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group	Healthier friendships Group dynamics Smoking Alcohol Assertiveness	Jealousy Love and loss Memories of loved ones Getting on and Falling Out	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition				

	Rewards and	Understanding	Celebrating	Peer pressure	Girlfriends and	Environmental
	consequences	influences	contributions	Celebrating inner	boyfriends	change
	Group decision-making	Understanding	Resilience	strength	Showing appreciation	
	Having a voice	bullying	Positive attitudes		to people and animals	
	What motivates	Problem-solving				
	behaviour	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	Emotions in success	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	Technology safety	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	Under The								
(Cycle A)	Sea								
Year 1	Orchestral	Myths and	West African	On this island:	Musical me	Dynamics,			
	Instruments	legends	call and	British songs		timbre, temp			
(Cycle B)			response	and sounds		and motifs			
(-,,			song (Theme:			(Theme:			
			Animals)			Space)			
Year 2	Under The								
(Cycle A)	Sea								
Year 2	Orchestral	Myths and	West African	On this island:	Musical me	Dynamics,			
	Instruments	legends	call and	British songs		timbre, tempo			
(Cycle B)			response	and sounds		and motifs			
(0)0000			song (Theme:			(Theme:			
			Animals)			Space)			
Year 3	Ballads	Traditional	Developing	Pentatonic	Jazz	Creating			
		Instruments	Singing	Melodies and		Compositions			
(2023.24)		and	Technique	Composition		in Response			
. ,		Improvisations				To An			
		(India)				Animation			
						(Mountains)			
Year 4	Body and	Rock and Roll	Changes in	Haiku, Music	Samba and	Adapting and			
	Tuned		Pitch, Tempo	and	Carnival	Transposing			
(2023.24)	Percussion		and Dynamics	Performance	Sounds and	Motifs			
					Instruments				
Year 5 and 6	Composition								
	Notation								
(Cycle A)	(Ancient								
	Egypt)								
Year 5 and 6	Body and	Rock and Roll	Changes in	Haiku, Music	Samba and	Adapting and			
	Tuned		Pitch, Tempo	and	Carnival	Transposing			
(Cycle B)	Percussion		and Dynamics	Performance	Sounds and	Motifs			
-				1	Instruments				

			P.E.			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/ear L	Locomotion (Running) Gymnastics (Body Parts)	Ball Skills (Hands 1) Gymnastics (Wide, narrow, curled)	Dance (Heroes) Ball Skills (Feet 1)	Dance (Growing) Ball Skills (Hands 2)	Swimming Locomotion (Jumping)	Swimming Attack and Defence (Games for
Year 1&2	Locomotion (Dodging)	Ball Skills (Hands 2 from Year 1)	Dance (Heroes)	Dance (The Zoo)	Swimming	understanding) Swimming
	Gymnastics (Body Parts)	Gymnastics (Year 2, Linking)	Ball Skills (Feet 1; Year 1 planning)	Ball Skills (Hands 1 from Year 2 planning)	Locomotion (Running and jumping)	Attack and Defence (Games for understanding)
Year 2	Gymnastics (Pathways)	Ball Skills (Year 2, Hands 1)	Swimming	Swimming	Dance (Water)	Locomotion (Running and jumping)
	Locomotion (Dodging)	Gymnastics (Year 2, Linking)	Ball Skills (Feet 1; Year 2 planning)	Dance (Explorers)	Ball Skills (Year 2, Hands 2)	Attack and Defence (Games for understanding)
(ear 3	Gymnastics (Symmetry and asymmetry)	Invasion Games- Netball	Dance (Wild Animals)	Striking and fielding games (Cricket)	Invasion Games (Basketball)	Athletics
	Invasion Games (Netball)	Swimming	Invasion Games (Football)	Swimming	Net/Wall Games (Tennis)	Net/ Wall Game: (Badminton)
Year 3&4	Gymnastics (Symmetry and asymmetry)	Invasion Games- Football	Invasion Games (Basketball)	OAA (Orienteering and team building & problem-solving activities (indoors & non- pitch areas))	Dance (Wild Animals)	Athletics
	Invasion Games (Netball)	Swimming	Swimming	Striking and fielding games (Cricket)	Net/Wall Games (Tennis)	Net/Wall Games (Badminton)

Year 4	Invasion Games (Netball) Gymnastics	Dance (Space) Invasion Games- Football	OAA (Orienteering and team building and problem- solving activities (indoors and non- pitch areas))	Invasion Games (Handball) Net/Wall games (Badminton)	Gymnastics (Rolling) Net/Wall games	Striking and fielding games (Cricket) Athletics
Year 5	(Bridges) Gymnastics- Counter balance and counter tension	Gymnastics (Mirroring and Matching)	Invasion Games- Basketball	OAA (Orienteering and team building & problem-solving activities (non- pitch))	(Tennis) Swimming	Swimming
	Net/Wall Games (Handball)	Net/Wall Games (Tennis)	Dance (The Circus)	Striking and fielding games (Cricket)	Athletics	Striking and fielding games (Rounders)
Year 6	Swimming	Swimming	Gymnastics- Counter balance and counter tension	Dance (The Circus)	Invasion Games (Football)	Athletics
	Gymnastics (Matching and Mirroring)	Invasion Games (Handball)	Invasion Games- Basketball	Striking and fielding games (Cricket)	Net/Wall Games (Badminton)	OAA (Orienteering and team building activities)
Year 6	Invasion Games (Handball)	Invasion Games- Basketball	Swimming	Swimming	Invasion Games (Football)	Athletics
	Gymnastics (Matching and Mirroring)	Net/ Wall Games (Badminton)	Gymnastics- Counter balance and counter tension	Striking and fielding games (Cricket)	Dance (The Circus)	OAA (Orienteering and team building activities)

The tables below show the Wider Curriculum units taught in each phase for CYCLE A and CYCLE B.

The End Points for each units are written in red.

Year-By-Year in Harbinger – the END POINTS



<u>Autumn 1st Half Term</u> End Points





Years 1 and 2 (Cycle A) Autumn 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Local History	Everyday	Year 1 -	What Does It	Introduction	Art-	Being Me in	Under The Sea	Visit to
Year 1 -	Materials	Locomotion	Mean To	to	Abstract Art:	My World	onder me sea	Monument or
Living in the	Year 1 -	(Running)	Belong To A	Chromebook	colour, line	,	Make	
Past	Distinguish	(Faith	S	and shape	Year 1	movements	Young V&A
	between an	&	Community?	-			that are	Museum
Know the	object and		(Living)	Logon to a	Know many	То	appropriate to	(History)
difference	the material	Gymnastics	(<i>0</i> /	Chromebook	simple 2D	understand	the pulse and	
between	from which it	, (Wide, narrow,		independentl	shapes and	the rights and	tempo of a	
'past' and	is made.	curled)		y .	use them in	responsibilitie	piece of music.	
'present'.				•	artworks.	s as a		
	Identify and			Open		member of	Choose	
Understand	name a	Year 1&2 –		windows on	Understand	my class	instruments	
how things	variety of	Locomotion		the Internet	how to	,	with	
change over	everyday	(Dodging)			describe and	To know my	appropriate	
time.	materials,	(Open apps	draw various	views are	timbre to	
	including	&		such as	lines and	valued and	represent	
Explain how	wood,	ũ		Microsoft	shapes.	contribute to	sparkling fishes.	
people lived	plastic, glass,	Gymnastics		Word.		the class	Spanning rishes.	
in the past.	metal, water	(Body Parts)		word.	Create a	rules.	Respond to	
in the past.	and rock.	(body raits)		Paint	series of	ruics.	dynamic	
Year 2 –	unu rock.			digitally.	abstract	To recognise	changes in a	
Great Fire of	Describe the	Year 2 –		uigitally.	experiments	the choices I	piece of music.	
London	simple	Locomotion		Type text.	in line, colour	make and	piece of music.	
London	physical			Type text.	and pattern	understand	Create pitches	
Know how	properties of	(Body Parts)		Use the	una patterni	the	and rhythms.	
the Great		0		camera on a		consequence		
	a variety of	&					Perform a layer of the music	
Fire of	everyday	Cummostics		Chromebook.		S .	within an	
London	materials.	Gymnastics (Bethyraya)		Save files		Veer 2		
occurred.	C	(Pathways)		Save files.		Year 2	overall piece.	
I for all a state of all	Compare			Detrieve files		To identify	Define all the	
Understand	and group			Retrieve files.		To identify		
how we	together a					some of my	musical terms	
obtain	variety of					hopes and	from this unit	
information	everyday					fears for this		
(from	materials					year.		
historical	based on					-		
sources).	their simple					То		
	physical					understand		
Discuss the	properties.					the rights and		
impact and						responsibilitie		
events of the	Use of					s for being a		
Great Fire of	Everyday					member of		
London.	Materials					my class and		
	Year 2 -					school.		
	Identify and							
	compare the					I understand		
	suitability of					how		
	a variety of					following the		
	everyday					Learning		
	materials,					Charter will		
	including					help me and		
	wood, metal,					others learn.		
	plastic, glass,							
	brick, rock,					l can		
	paper and					recognise the		
	cardboard					choices I		
	for particular					make and		
	uses.					understand		
						the		
	Find out how					consequence		
	the shapes					S.		
	of solid							
	objects							
	made from							
	some							

materials can				
be changed				
by				
squashing,				
bending,				
twisting and				
stretching.				



Years 1 and 2 (Cycle B) Autumn 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips
Local History	Everyday	Year 1:	What Does	Introduction	Art –	Being Me in	Orchestral	Year 2 –
Year 1 - Living in the	Materials Year 1 -	Locomotion: Running	It Mean To Belong To A	to Chromebooks	Expressionis m	My World	Instruments	Monument (History)
Past	Distinguish	&	Faith	Chromebooks		Year 1	Recognise	(HISLOLY)
. ust	between an	Gymnastics	Community?	Logon to a		rear 1	timbre	Dog Safety
Compare	object and		(Living)	Chromebook		То	changes and	workshop
schools, toys	the material	Year 2:		independentl		understand	structural	(Science/
and homes	from which it	Dodging		У		the rights	features in	PSHE)
from the	is made.	& Curimeniae		0		and	music they	
past to the present	Identify and	Swimming		Open windows on		responsibiliti es as a	listen to.	
present	name a			the Internet		member of	Listen to and	
Use	variety of					my class	recognise	
historical	everyday			Open apps			instrumentat	
sources	materials,			such as		To know my	ion.	
	including			Microsoft		views are		
V	wood,			Word.		valued and	Begin to use	
Year 2 – Great Fire of	plastic, glass, metal, water			Paint digitally.		contribute to the class	musical vocabulary	
London	and rock.			r annt uigitdliy.		rules.	to describe	
				Type text.			music.	
Using	Describe the					To recognise		
historical	simple			Use the		the choices I	Suggest	
sources to	physical			camera on a		make and	improvemen	
know and	properties of			Chromebook.		understand	ts to their	
understand	a variety of			Control Chara		the	own and	
key features of events	everyday materials.			Save files.		consequence s	others' work.	
orevents	materials.			Retrieve files.		5	Select and	
	Compare			netrieve mes.		Year 2	create longer	
	and group						sequences of	
	together a					To identify	appropriate	
	variety of					some of my	sounds with	
	everyday					hopes and	voices or	
	materials					fears for this	instruments	
	based on their simple					year	to represent a given idea	
	physical					То	or character.	
	properties.					understand		
						the rights	Choose	
	Use of					and	appropriate	
	Everyday					responsibiliti	dynamics,	
	Materials					es for being	tempo and	
	Year 2 - Identify and					a member of my class and	timbre for a	
	compare the					school	piece of music.	
	suitability of					301001	music.	
	a variety of					I understand	Perform	
	everyday					how	expressively	
	materials,					following the	using	
	including					Learning	dynamics	
	wood, metal,					Charter will	and timbre	
	plastic, glass,					help me and	to alter sounds as	
	brick, rock, paper and					others learn	appropriate.	
	cardboard					l can	appropriate.	
	for particular					recognise		
	uses.					the choices I		
						make and		
	Find out how					understand		
	the shapes					the		
	of solid					consequence		
	objects					S		
	made from							
	some				1		1	

materials can				
be changed				
by				
squashing,				
bending,				
twisting and				
stretching.				



Year 3 and 4 (Cycle A)

Autumn 1st half term

ŤŤ			A	utumn 1 ^s	' half ter	m			
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Athens and	Living Thing	Year 3:	What Do	The Internet	DT -	Being Me in	Year 3:	Greeting and	
Sparta	and their	Gymnastics	Different		Fastenings	My World	Ballads	Meeting	
	Habitats	(Symmetry	People	Learn that the					
	(classificatio	and	Believe	World Wide	Know some	Recognise	Identify the		
Know how	n and	Asymmetry)	About God?	Web is part of	different	my worth	key features		
different	changing	&	(Believing)	the Internet.	fastening	and identify	of a ballad.		
Polis' were	environment	Swimming	Christians,		types which	positive			
run.	s)		Hindus and	Explore the	are useful for	things about	Perform a		
			Muslims	World Wide	different	myself and	ballad using		
Discuss the	Recognise	Year 3&4:		Web and	purposes.	my	actions.		
impact and	that living	Gymnastics	Describe things	evaluate		achievement			
education in	things can be	(Symmetry	we cannot see but do believe in.	online	Understand	S	Sing in time		
he different	grouped in a	and	but do believe in.	content to	how to	Set personal	and in tune		
states.	variety of	Asymmetry)	Give simple	decide how	create a	goals	with a song		
	ways.	&	reasons for own ideas, views and	honest,	running		and		
Answer key		Swimming	metaphors about	accurate and	stitch to fix	Know how to	incorporate		
questions	Explore and		God.	reliable it is.	and decorate	use my	actions.		
with details	use	Year 4:	Consider		textile	Jigsaw			
rom the unit	classification	Net/Wall	questions about	Understand	projects.	Journal	Retell a		
of work.	keys to help	games	God.	the			summary of		
	group,	(Table	Think of reasons	consequences	Create a	Value myself	an		
	identify and	Tennis)	why some people	of false	book sleeve	and know	animation's		
	name a	&	believe in God	information.	that reflects	how to make	story.		
	variety of	Gymnastics	and some do not.		their own	someone			
	living things	(Bridges)	Discover what		taste and	else feel	Write a verse		
	in their local		Christians mean when 'Father,		personalit y.	welcome	with rhyming		
	and wider		Son and Holy			and valued	words which		
	environment		Spirit' is said for				tell part of a		
			God.				story.		
			Describe simple						
	Recognise		Muslim beliefs				Perform		
	that		about God.				their lyrics.		
	environment		Describe the						
	s can change		Shahadah, the						
	and that this		Muslim				Year 4:		
	can		statement of faith in one God.						
	sometimes						Body and		
	pose dangers		Describe the symbolism of				Tuned		
	to living		Hindu murtis /				Percussion		
	things.		statues of the						
			gods and goddesses.				Recognise		
			Bouuesses.				use and		
			Describe what				development		
			Hindu people say about God and				of motifs in		
			about their gods				music.		
			and goddesses.				Identify		
			Know some				gradual dynamic and		
			artefacts				dynamic and		
			religious				tempo		
			people might use when they talk to				changes within a		
			God or pray.				within a		
			Understand that				piece of		
			Understand that prayer is a way				music.		
			religious				Pocossiss		
			believers believe				Recognise,		
			they can communicate				name and		
			with God.				explain the		
			Descrift of				effect of		
			Describe the influence				interrelated		
			believing in God				dimensions		
			has on the lives				of music.		
			of believers.				1.1.1.1.1.1.1		
			Schevels.				Identify		
							scaled		
	1	1	1	1	1	1	dynamics		

within a	
piece of music.	
Use musical vocabulary	
to discuss	
the purpose	
of a piece of music and	
when	
discussing	
improvemen ts to own	
and others'	
work.	
Compose a	
coherent	
piece of music in a	
given style	
with voices,	
bodies and instruments.	
instruments.	
Develop	
melodies using	
rhythmic	
variation,	
transposition , inversion,	
and looping.	
Constant of	
Create a piece of	
music with at	
least four different	
layers and a	
clear	
structure.	
Begin to	
improvise	
musically within a	
given style.	
<mark>1. To say</mark> 'Hello' an	
'Goodbye	d Architecture In Schools
	Project –
<mark>2.</mark> To be a to reply to	
<mark>'What's y</mark>	our Wharf &
name?' a	nd Architect
say 'My name is	visit
<mark>3.</mark> To be aware tha	Dog Safety
French	at workshop (Science/
letters ca	n PSHE)
have acce or special	ents
character	
	Speaker for
<mark>4.</mark> To kno that some	W RE (Hinduism
alphabet	Mandir)
letters so	und ,
differentl	<u>y.</u>



Year 3 and 4 (Cycle B) Autumn 1st half term

↑ ★1		D	D.E.	Commenting	DŦ	DOUE	N.4*	Frank	Tube - /
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
Stone Age,	Rocks	Year 3:	What does it	Connecting	DT –	Being Me in	Ballads	1. To be able	British
Bronze Age		Gymnastics	mean to be	Computers	Architecture	My World		to say one's	Museum
&	Compare	(Symmetry	Hindu in		in Schools	,	Identify the	day and	(Ancient
Iron Age	and group	and	Britain			I know my	key features	month of	Greeks)
nonnge	together	Asymmetry)	today?	Understand	Project	attitudes and	of a ballad.	birth	Greeksy
Develop a	different	&	(Living)		(Structures)	actions make	or a ballad.	birth	Or
chronologically	kinds of		(Living)	input and		a difference	Perform a	2. To be able	01
secure	rocks on the	Swimming	Describe	output					Diago of
knowledge and			Describe	devices.		to the class	ballad using	to identify	Place of
understanding	basis of their		puja and			team	actions.	and use the	Worship (RE)
of British	appearance	Year 3&4:	how it shows	Explain that a				sound QU	
history,	and simple	Gymnastics	Hindu faith.	computer		I understand	Sing in time		
establishing	physical	(Symmetry		system		who is in my	and in tune	To be able	
clear	properties.	and	Make	accepts an		school	with a song	to ask and	
narratives		Asymmetry)	connections	input and		community,	and	answer:	
within and	Describe in	&	with some	processes it		the roles	incorporate	'How old are	
across the	simple terms	Swimming	Hindu	to produce an		they play	actions.	you?'	
periods they	how fossils		beliefs and	output.		and how I fit	uotionoi	,	
study.	are formed	Year 4:	teachings	output.		in	Retell a	4. To know	
Nete								that 'j'ai' is 'l	
Note	when things	Net/Wall	about aims	Explain how a			summary of		
connections, contrasts and	that have	games	and duties in	computer		I understand	an	have' and	
trends over	lived are	(Table	life.	network can		how	animation's	that in	
time and	trapped	Tennis)		be used to		democracy	story.	French we	
develop the	within rock.	&	Describe	share		works		say 'I have	
appropriate		Gymnastics	ways in	information.		through the	Write a verse	years old'	
use of	Recognise	(Bridges)	which			School	with rhyming	and not 'I am	
historical	that soils are	(000)	Hindus	Explain the		Council	words which	years old.	
terms.	made from		express their	role of a		ee an ee	tell part of a	in years char	
	rocks and		faith through			I understand	story.		
Address and			_	switch, server			story.		
sometimes	organic		puja,	and wireless		that my	Destaura		
devise	matter.		aarti and	access point.		actions	Perform		
historically			bhajans.			affect myself	their lyrics.		
valid questions				Identify		and others; I			
about change,			Suggest	networks		care about			
cause,			reasons why	around me.		other	Year 4:		
similarity and			being a			people's			
difference.			Hindu is a	Explain how		feelings and	Body and		
			good thing in	networks can		try to	Tuned		
Construct			Britain	be connected		empathise	Percussion		
informed							reicussion		
responses that			today, and	to other		with them	D		
involve thoughtful			reasons why	networks.			Recognise		
selection and			it might be				use and		
organisation of			hard.				development		
relevant							of motifs in		
historical			Discuss links				music.		
information.			between the				Identify		
-			actions of				gradual		
Understand			Hindus in				dynamic and		
how our			helping				tempo		
knowledge of			others and				changes		
the past is			ways in				within a		
constructed			•						
from a range			which				piece of		
of sources.			people of				music.		
			other faiths						
Learn about			and				Recognise,		
changes in			beliefs,				name and		
Britain from			help others.				explain the		
the Stone Age							effect of		
to the Iron			Describe				interrelated		
Age.			how the life				dimensions		
			of Gandhi				of music.		
							or music.		
			shows Hindu				14		
			beliefs in				Identify		
			action.				scaled		
			1	1	1	1	dynamics		

^{*}***

Image:				piece of	
Image: Section of the section of th					
 vocabulary to discuss the purpose of a piece of music and when discussing improvement ts to own and others' work. Compose a coherent given style with voices, bodies and instruments. Develop melodies using rhythnic vraition, rtransposition inversion, and looping. Create a piece of music with at lass four different layer studie structure. Beginto improvise music with at lass four different layer studie structure. Beginto improvise musicality within a 				music.	
 vocabulary to discuss the purpose of a piece of music and when discussing timprovement ts to own and others' work. Compose a coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, inversion, and looping. Create a piece of music with at least four different layers and a cicar structure. Begin to improvise musicality within a 				Lise musical	
to discuss the purpose of a piece of music and when discussing improvemen ts to own and others' work. Compose a coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using mythmic variation, transposition , inversion, and looping. Create a piece of music with at least four different layers and a clear structure. Begin to improvise musically					
Image: second					
of a piece of music and when discussing improvemen ts to own and others' work. Compose a coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, rumsnicn and looping. Create a piece of music with at least four different layers and a clear structure. Begin to limprovise musically within a				the nurnose	
Image: Second					
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Improvement					
Image: state of the state					
and others' work. Compose a coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition , inversion, and looping. Create a piece of music with at least four different layers and a clear structure. Begin to improvise musically within a				improvemen	
Image: state stat					
Compose a coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, inversion, and looping. Create a piece of music with at least four different layers and a clear structure. Begin to improvise musically					
Image: State of the state				WORK.	
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Image: State in the state					
given style with voices, bodies and instruments. Develop melodies using rhythmic rhythmic variation, transposition , inversion, and looping. create a piece of music with at least four different different layers and a clear structure. Begin to improvise improvise musically with a structure.					
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bodies and instruments. Develop melodies using rhythmic variation, transposition inversion, and looping. Create a piece of music with at least four different layers and a clear structure. Begin to improvise musically within a					
Image: second					
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Image: state in the state					
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Create a piece of music with at least four different layers and a clear structure. Begin to improvise musically within a					
Image: specific structure. Image: specifi				and looping.	
Image: state of the state				_	
Image: Second					
least four different layers and a clear structure. Begin to improvise musically within a					
different layers and a clear structure. Begin to improvise musically within a					
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Begin to improvise musically within a					
improvise musically within a				structure.	
improvise musically within a					
musically within a					
within a				improvise	
given style.					
				given style.	



Years 5 and 6 (Cycle A)

Autumn 1st half term

ieography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
Map It!	Properties	Year 5:	Why Do	Systems and	DT -	Being Me in	Composition	1. To be able	PSHE Juni
K Counties	and Changes	Gymnastics	Some	Searching	Mechanisms	My World	Notation	to say 3 facts	Citizensh
	of Materials	(Counter-	People	•	: pop up	-	(Ancient	about	(Year 6
escribe the	Compare	Balance and	Believe That	Describe the	nursery	Year 5	Egypt)	French-	•
eatures of	and group	Counter	God Exists?	input and	rhymes			Speaking	Unicori
e UK using	together	Tension)	(Believing)	output of a	,	Face new	Sing in time	countries	Theatre
specific	everyday	&	Christian	search		challenges	and in tune		(UKS2)
rminology	materials by	Net/Wall	and non-	engine.		positively	with other	2. To be	
and	their	Games	religious.		Know the 3	and know	people and	aware of	Bikeabili
ocabulary.	properties,	(Handball)		Demonstrate	main forms	how to set	the backing	adjectives	(Year 6
	including		Define the	that different	of paper	personal	track.	agreement:	
xplain the	their		terms:	search terms	mechanisms	goals.		if the noun is	Comput
ifferences	hardness,	Year 6:	theism,	produce	used in pop-		Remember	masculine or	Scientis
between	solubility,	Gymnastics	atheism and	different	up.	Understand	the lyrics to a	feminine,	Visiting
counties,	transparency	(Matching &	agnosticism.	results.		my rights	song.	singular or	Speake
cities and		Mirroring)			Use hand	and		plural,	from QM
towns.	conductivity	&	Give several	Evaluate the	tools and	responsibiliti	Identify the	the adjective	(UKS2)
114.1	(thermal),	Swimming	examples to	results of	mechanism	es as a	structure of	will have the	
Use	and		show how	search terms.	skills	citizen of my	a piece of	same gender	
esources	response to	Voorf	believing in		accurately.	country.	music and	and number.	
ch as atlas'	magnets.	Year 6:	God can			Make	match this to	2 Taka	
and the 8	Know that	Gymnastics	affect		Create an	Make choices	non- standard	 To be aware of 	
compass points	some materials will	(Matching & Mirroring)	people's lives		interactive		standard notation.	aware of silent letters	
points onfidently.	dissolve in	Mirroring) &	differently.		book with a	about my own	notation.	in French	
sinuently.	liquid to	∝ Net/Wall	uncrently.		high finish.	behaviour	Improvise	and remove	
	form a	Games	Suggest			because I	their own	them at the	
	solution and	(Handball)	answers to			understand	piece of	end of a	
	describe how	(nanaban)	some of the			how rewards	music.	word-	
	to recover a		Big			and	music.	usually	
	substance		Questions			consequence	Play a	consonants.	
	from a		about the			s feel.	melody with	CAREFUL! -	
	solution.		existence of			0.000	reasonable	C-R-F-L can	
	sonationi		God.			Understand	accuracy.	sometimes	
	Use		000			how an		be sounded.	
	knowledge					individual's	Perform with		
	of solids,					behaviour	confidence		
	liquids and					can impact	and in time		
	gases to					on a group.	with others.		
	decide how					. .			
	mixtures					Year 6	Compose		
	might be					identify my	and play a		
	separated,					goals for this	melody using		
	including					year,	stave		
	through					understand	notation.		
	filtering,					my fears and			
	sieving and					worries	Contribute		
	evaporating.					about the	meaningfully		
	Give					future and	to the group		
	reasons,					know how to	performance		
	based on					express	and		
	evidence					them.	composition.		
	from						Use		
	comparative					Know that	hieroglyphic		
	and fair					there are	notation to		
	tests, for the					universal	show the		
	particular					rights for all	structure of		
	uses of					children but	their piece.		
	everyday					for many			
	materials,					children			
	including					these rights			
	metals,					are not met.			
	wood and								
	plastic.					Understand			
						that my			
	Demonstrate			۲ * * ۱		actions			

dissolving, mixing and changes of state are reversible changes.	that	affect other	
mixing and locally and changes of state are reversible changes. Make choices abut my own behaviour because 1 understand how rewards and and and consequence s feel and 1 understand how trese relate to my rights and relate to my rights and relate to my consequence s feel and 1 understand how these relate to my rights and responsibiliti es. Understand how democracy and having a voice			
changes of state are reversible changes.			
state are reversible changes. Make changes. Make about my own behaviour because I understand how rewards and consequence s feel and I understand how these relate to my rights and responsibiliti esb. Understand how these relate to my rights and responsibiliti esb. understand how democracy and having a voice beenefits the	changes of		
changes. ch			
changes. ch	reversible	Make	
about my own behaviour because I understand how rewards and consequence s feel and I understand how these relate to my rights and responsibiliti es. Understand how these y rights and responsibiliti uses.		choices	
own own behaviour behaviour behaviour behaviour behaviour behaviour behaviour behaviour behaviour behaviour behaviour behaviour understand how rewards and consequence s feel and I understand how these relate to my relate to my responsibiliti es. Understand how democracy and having a ovice and having a ovice		about my	
behaviour because I understand how rewards and consequence s feel and I understand how these relate to my rights and responsibiliti es. Understand how democracy and source s feel and I understand how these relate to my rights and responsibiliti es.			
because I understand how rewards and consequence s feel and I understand how these relate to my rights and responsibiliti es. Understand how democracy and having a voice benefits the			
Image: second			
how rewards and consequence s feel and I understand how these relate to my rights and responsibiliti es. Understand how democracy and having a voice benefits the			
and consequence s feel and I understand how these relate to my rights and responsibiliti es. Understand how that and understand how these relate to my and and orights and responsibiliti es. understand how and having a voice benefits the			
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s feel and I understand how these relate to my rights and responsibiliti es. Understand how democracy and having a voice benefits the			
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how democracy and having a voice benefits the			
how democracy and having a voice benefits the			
democracy and having a voice benefits the		Understand	
and having a voice benefits the		how	
and having a voice benefits the		democracy	
voice benefits the		and having a	
benefits the			
school		school	
community.			



Years 5 and 6 (Cycle B)

Autumn 1st half term

eography	Science	P.E.	R.E.		ımn 1 st ha Dī	PSHE	Music	French	Trine /
ography	Science	F.C.	N.E.	Computing		PSHE	IVIUSIC	French	Trips / Visitors
al History	Electricity	Year 5:	What do	Communicati	DT –	Being Me in		1. To be able	
		Indoor	religions say	on and	Electricity	My World		to say one's	Year 6 Jun
	Associate the	Swimming	to us when	Collaboration	Steady-hand	-		day and	Citizenship
	brightness of	&	life gets		game	Year 5		month of	(PSHE)
	a lamp or the	Table Tennis	hard?	Investigate	8			birth	(,
	volume of a		(Believing)	and evaluate	Design a	Face new		2	
	buzzer with	Year 5 & 6:	Christianity,	different	steady hand	challenges		2. To be able	
	the number	Dance	Hinduism,	internet-	game,	positively		to identify	
	and voltage	&	Humanism	based	identifying	and know		and use the	
	of cells used								
		Health-	and Islam	communicati	and naming	how to set		sound QU	
	in the circuit.	related		ons.	components	personal			
		exercise	Give reasons		required.	goals.		3. To be able	
	Compare		why some					to ask and	
	and give	Year 6:	people might		Draw/design	Understand		answer:	
	reasons for	Dance	be		from three	my rights		'How old are	
	variations in	&	comforted		different	and		you?'	
	how	Health-	by their		perspectives.	responsibiliti			
	components	related	beliefs when			es as a		4. To know	
	function,	exercise	someone		Generate	citizen of my		that 'j'ai' is 'l	
	including the		dies.		ideas	country.		have' and	
	brightness of		uics.		through	country.		that in	
	bulbs, the		Describe the		sketching	Make		French we	
	loudness of		impact that		and	choices			
								say 'I have	
	buzzers and		the belief		discussion.	about my		years old'	
	the on/off		that we have		A 4 - 1 - 1 - 1	own		and not 'I am	
	position of		a soul might		Model ideas	behaviour		years old.	
	switches.		have on the		through	because I			
			way		prototypes.	understand			
	Use		someone			how rewards			
	recognised		might live		Understand	and			
	symbols		their life.		purpose of	consequence			
	when				products	s feel.			
	representing		Describe the		(toys), incl.				
	a simple		Hindu belief		what is	Understand			
	circuit in a		in		meant by 'fit	how an			
	diagram.		reincarnatio		for purpose'	individual's			
	diagram.		n and Karma.		and 'form	behaviour			
			n anu Nallild.						
			Docoriha		over function'	can impact			
			Describe a		function'.	on a group.			
			link between						
			a reading		Construct	Year 6			
			that might		stable base	identify my			
			be used at a		for a game.	goals for this			
			funeral and a			year,			
			Christian		Accurately	understand			
			belief about		cut, fold and	my fears and			
			life after		assemble	worries			
			death.		nets.	about the			
						future and			
			Describe		Decorate	know how to			
			what might		base of the				
			-			express			
			happen in a		game to a	them.			
			Christian		high-quality				
			funeral		finish.	Know that			
			explaining			there are			
			how it shows		Make and	universal			
			some		test a circuit.	rights for all			
			Christian			children but			
			beliefs about		Incorporate	for many			
			life after		a circuit into	children			
			death.		a base.	these rights			
						are not met.			
			Explain some		Test own	and not not			
			similarities		and others'	Understand			
			and		finished				
						that my			
			differences	۲* * * *	games.	actions			L

	between the		affect other		
	Muslim	Evaluate and	people		l
	belief in	make	locally and		l
	Judgement	suggestions	globally.		l
	and Christian	for	0 ,		l
	belief in	improvemen	Make		l
	Judgement	. t.	choices		l
	and how		about my		l
	that is	Gather	own		l
	similar and	images &	behaviour		l
	different to	information	because I		l
	the Hindu	about	understand		l
	belief in	existing	how rewards		l
	reincarnatio	children's	and		l
	n.	toys. Analyse	consequence		l
		a selection of	s feel and I		i
	Describe	existing	understand		l
	similarities	children's	how these		l
	and	toys.	relate to my		l
	differences		rights and		l
	between		responsibiliti		l
	non-religious		es.		l
	and Christian				l
	beliefs about		Understand		l
	the afterlife.		how		1
			democracy		l
	Look for		and having a		l
	similarities		voice		l
	and		benefits the		l
	differences		school		i
	between		community.		1
	their own				i
	views about				l
	life after				l
	death and				i
	the beliefs of				l
	Hindus,				l
	Christians,				l
	Muslims or				1
	non-religious				1
	people				l



<u>Autumn 2nd Half Term</u> <u>End Points</u>





Years 1 and 2 (Cycle A)

Autumn 2nd half term

<u> ተ</u> ትጥ							I	
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Map It!		Year 1:	How and	Moving	Art – Living	Celebrating		Visit a local
Year 1 – Our		Ball Skills	Why Do We	Robots	Things	Difference		place of
School, Our		(Hands 1)	Celebrate	Robots	Things	Difference		worship
City		(nanus 1) &	Special and			Year 1:		worship
City		Gymnastics	Sacred			Know some		
		(Body Parts)	Times?			ways I am		
Develop		(body runs)	(To be timed			different		
knowledge		Year 1&2:	according to			from my		
about our		Ball Skills	Christian/Je			friends.		
locality.		(Hands 2	wish			menus.		
locality.		from Year 1)	festivals			Understand		
Use		&	(Expressing)			these		
locational		a	(Lypiessing)			differences		
and		Gymnastics				make us all		
directional		(Year 2				special and		
		Linking)				unique.		
language.		LINKING				unique.		
Use ariel		Year 2:				Year 2:		
photos to		Ball Skills				i cui Li		
recognise		(Year 2,				Identify		
landmarks		Hands 1)				some ways		
and basic		Ranus 1) &				in which my		
human and		Gymnastics				friend is		
physical		(Year 2				different		
features.		Linking)				from me.		
leatures.		LIIKIIIgj				nomme.		
Devise a						Describe		
simple map.						why I value		
simple map.						this		
Use and						difference		
construct						about		
basic						him/her.		
symbols in a						minyner.		
key.								
Use simple								
fieldwork								
and								
observationa								
l skills.								
I SKIIIS.								
Year 2 – Our								
World, Our								
Country								
Develop								
knowledge								
about the								
world and								
the United								
Kingdom								
Name and								
locate the								
seven								
continents								
and five								
oceans.								
Name, locate								
and identify								
characteristi								
cs of the 4								
countries								
					1	1	1	1

and capital					
cities of the					
UK.					
Use world					
maps,					
atlases and					
globes to					
identify the					
UK and it's					
countries,					
continents					
and oceans.					
Use simple					
compass					
directions.					



Years 1 and 2 (Cycle B)

Autumn 2nd half term

**1								
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Map It!	Seasonal	Year 1:	What Can	Robot	DT –	Celebrating	Myths and	Local
Year 1 – Our	Change	Ball skills	We Learn	Algorithms	Mechanisms	Difference	legends	environmen
School, Our	Autumn-	&	From Sacred		Making a			walk
City	Winter	Swimming	Books?	Choose a	Moving	Year 1:	Recognising	(Geography
,	(Year 1)		(Christian/	series of	Monster	Know some	timbre	(8
	(Muslims &	words that		ways I am	changes in	
Develop	Living Things		Jewish)	can be	Create	different	music they	
knowledge	& Habitats	Year 1 & 2:	sewishy	enacted as a	design	from my	listen to.	
about our	(Year 2)	Gymnastics	Give reasons	program.	criteria for a	friends.	listen to.	
locality.	(Teal 2)	&	why a holy	program.	moving	menus.	Pocognicing	
iocality.	Explore and	م Swimming	book is	Choose a	monster as a	Understand	Recognising structural	
Use	compare the	Swinning	considered	series of	class.	these	features in	
locational	differences		to be 'holy'.	commands	Class.	differences		
			to be noty.		Design		music they	
and	between		D. I.I.T.	that can be	Design a	make us all	listen to.	
directional	things that		Re-tell The	run as a	moving	special and		
language.	are living,		Lost Sheep;	program.	monster in	unique.	Listening to	
	dead, and		suggest the		accordance		and	
Use ariel	things that		meaning(s)	Run a	with a design	Year 2:	recognising	
photos to	have never		of this story.	program on a	criteria.		instrumentat	
recognise	been alive			device.		Identify	ion.	
landmarks			Re-tell the		Make	some ways		
and basic	Identify that		story of the		linkages	in which my	Beginning to	
human and	most living		Exodus.		using card	friend is	use musical	
physical	things live in				for levers	different	vocabulary	
features.	habitats to		Identify and		and split pins	from me.	to describe	
	which they		talk about		for pivots.		music.	
Devise a	are suited		the meaning			Describe		
simple map.	and describe		of teachings		Experiment	why I value	Suggesting	
	how		of Jesus,		with linkages	this	improvemen	
Use and	different		recognising		adjusting the	difference	ts to their	
construct	habitats		that they		widths,	about	own and	
basic	provide for		come from		lengths and	him/her.	others' work.	
symbols in a	the basic		the		thicknesses	,		
key.	needs of		Christian		of card used.			
key.	different		tradition.		or cara asca.			
Use simple	kinds of		tradition.		Cut and			
fieldwork	animals and		Suggest a		assemble			
and	plants, and		meaning for					
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		the story of		components			
observationa	how they		· · · ·		neatly.			
l skills.	depend on		Prophet		E al ara			
	each other		Muhammad		Evaluate			
×	and share the		and the		own designs			
Year 2 – Our	Identify and		Black Stone.		against			
World, Our	name a		Re-tell		design			
Country	variety of		Jonah, a		criteria.			
	plants and		story from					
Develop	animals in		the Bible and		Use peer			
knowledge	their		other holy		feedback to			
about the	habitats,		texts;		modify a			
world and	including		suggest the		final design.			
the United	micro-		meaning of					
Kingdom	habitats		this story.					
-			Suggest					
Name and	Describe		answers to					
locate the	how animals		questions					
seven	obtain their		arising from					
continents	food from		the story of					
and five	plants and		Jonah.					
oceans.	other		Ask and					
occaris.	animals,		suggest					
Name, locate	using the							
	-		answers to					
and identify	idea of a		questions					
characteristi	simple food		arising from					
cs of the 4	chain, and		The Lost					
countries	identify and		Sheep .					



and capital	name	Talk about			
cities of the	different	issues of			
UK.	sources of	good and			
	food	bad, right			
Use world		and wrong			
maps,		arising from			
atlases and		the story of			
globes to		The Exodus			
identify the		and the Ten			
UK and it's		Commandm			
countries,		ents.			
continents					
and oceans.		Recognise			
Use simple		that sacred			
compass		texts contain			
directions.		stories which			
		are special			
		to many			
		people and			
		should be			
		treated with			
		respect.			
		Notice and			
		respond			
		sensitively to			
		how people			
		from			
		different			
		faiths still			
		tell the story			
		of Jonah			
		today.			



Year 3 and Year 4 (Cycle A)

Autumn 2nd half term

***	Autumn 2nd half term									
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips	
Map It! (Around The World)	Electricity Identify common	Outdoor: OAA- communi- cation	What Do Different People Believe	Programming – Repetition in Shapes	DT Electric Systems: Torches	Celebrating Difference	Rock and Roll Recognising	1. To identify 4 numbers in French	Hindu visitor/ Mandir (RE)	
Locate the world's countries	appliances that run on electricity.	Indoor: Handball	About God? (Believing) Christians,	Learn common commands	Design a torch.	Describe a time when my words	and discussing the stylistic	<mark>2.</mark> To remember 2 days of the		
inc. Key physical and human characteristc s, countries and major cities. Identify the position and significance of latitude, longitude, Equator,	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.		Hindus And Muslims Cont.	and constructs of the Logo programming language. Develop their ability to compose algorithms for drawing mathematical structures and turn	Create both design and success criteria focusing on features of individual design ideas. Make a torch with a working electrical circuit and	affected someone's feelings and what the consequence s were Give and receive compliments and know how this feel	features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different	week 3. To be aware that French nouns have 'genders' 4. To be able to identify and use the sound OU		
Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricord,	Identify whether or not a lamp will light in a simple series circuit, based on whether			these into Logo code S.	switch. Use appropriate equipment to cut and attach materials.		genres, styles and traditions of music. Recognising, naming and explaining			
Arctic and Antartic Circle, Prime/Green wich Meantime and time zones.	or not the lamp is part of a complete loop with a battery. Recognise				Assemble a torch according to the design and success criteria.		the effect of the interrelated dimensions of music. Using musical			
Use maps, atlases, globes and digital/comp uting	that a switch opens and closes a circuit and associate this with						to discuss the purpose of a piece of music.			
mapping to locate countries and describe features.	whether or not a lamp lights in a simple series circuit.						Using musical vocabulary when discussing improvemen			
	Recognise some common conductors						ts to their own and others' work.			
	and insulators, and associate metals with						Singing longer songs in a variety of musical styles from			
	being good conductors.						memory, with accuracy, control, fluency and a developing sense of expression			

			including	
			control of	
			subtle	
			dynamic	
			changes.	
			Singing and	
			playing in	
			time with	
			peers with	
			accuracy and	
			awareness of	
			their part in	
			the group	
			performance	
			Playing	
			melody parts	
			<mark>on tuned</mark>	
			instruments -	
			with	
			accuracy and	
			control and	
			developing	
			instrumental	
			technique.	



Years 3 and 4 (Cycle B)

Autumn 2nd half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
ndus Valley	Light	Outdoor:	How Do	Programming	Art-	Celebrating	Rock and	1. To identify	Confidence
-	_	OAA	People From	- Sequencing	Prehistoric	Difference	Roll	4 classroom	building
	Recognise	Problem-	Religious	Sounds	Art (Indus			items	workshop
	that they	solving	And Non-		Valley)		Recognising		
	need light in	Indoor:	Religious	Recognise	valicy	Describe a	and	2. To be	
	-	Handball	Communitie	that	Explore			aware that	Ice Skating
	order to see	папаран			Explore	time when	discussing		
	things, and		s Celebrate	sequences	purpose of	my first	the stylistic	'C'est' or	<mark>trip</mark>
	that dark is		Key	can have an	cave	impression	features of	'Ceci est' is '	
	the absence		Festivals?	order.	paintings/	of someone	different	<mark>lt is.</mark>	
	of light.		(Expressing)		prehistoric	changed as I	genres,		
				Explain that	man made	got to know	styles and	3. To be	
	Notice that		Describe	the order of	art	them.	traditions of	aware that	
	light is		how the way	commands in			music using	most nouns	
	reflected		people	a program	understand	Explain why	musical	in the plural	
	from		celebrate	can affect the	scale to	it is good to	vocabulary.	form will	
	surfaces.		festivals	outcome.	enlarge	accept	vocabulary.	have an -S at	
	surfaces.			outcome.	-		I de a bife da e		
			might show		drawings in a	people for	Identifying	<mark>the end</mark>	
	Recognise		something	Create a	different	who they	common		
	that light		about their	sequence of	medium	are.	features	4. To identify	
	from the sun		beliefs.	commands to			between	nouns and	
	can be			produce a	Experiment		different	adjectives in	
	dangerous		Describe	given	with natural		genres,	the bilingual	
	and that		how survey	outcome	materials to		styles and	dictionary	
	there are		data and	(creating a	make paint		traditions of	· · ·	
	ways to		interviews	musical	and explore		music.		
	protect their		might tell us	instrument in	the colours		music.		
			-				Decomising		
	eyes.		something	Scratch)	and effects.		Recognising,		
			about				naming and		
	Recognise		people's	Learn that	Apply		explaining		
	that		beliefs and	code can be	painting		the effect of		
	shadows are		worldviews.	copied from	skills on a		the		
	formed			one sprite to	textured		interrelated		
	when the		Identify	another.	surface.		dimensions		
	light from a		some				of music.		
	light source		differences	Test projects	Create a				
	is blocked by		in the way	to see if they	collaborative		Using		
			festivals		class piece of				
	an opaque			perform as			musical		
	object.		celebrated.	expected.	prehistoric-		vocabulary		
					inspired art.		to discuss		
	Find patterns		Describe				the purpose		
	in the way		how the way		Evaluate		of a piece of		
	that the size		people		electrical		music.		
	of shadows		celebrate		products.				
	change.		Christmas		· ·		Using		
			might show		Test and		musical		
			something		evaluate the		vocabulary		
			about their		success of a		when		
			beliefs.		final		discussing		
					product.		improvemen		
			Suggest how				ts to their		
			celebrations				<mark>own and</mark>		
			studies				others' work.		
			might make						
			a difference				Singing		
			to how						
							longer songs		
			pupils think				in a variety		
			and live				of musical		
							styles from		
							memory,		
							with		
							accuracy,		
							control,		
							fluency and a		
	1		I		1		and a	1	1
		-		***		+			

			developing	
			sense of	
			expression	
			including	
			control of	
			subtle	
			dynamic	
			changes.	
			Singing and	
			playing in	
			time with	
			peers with	
			accuracy and	
			awareness of	
			their part in	
			the group	
			performance	
			Playing	
			melody parts	
			on tuned	
			instruments	
			with	
			accuracy and	
			control and	
			developing	
			instrumental	
			technique.	



Years 5 and 6 (Cycle A) Autumn 2nd half term

¥ <u></u> ★*									
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips /
									Visitors
The Anglo-	Earth and	Year 5:	What Would	Physical	DT – Stuffed	Celebrating		1. To be able	
Saxons	Space	Invasion	Jesus Do?	Computing -	Toys	Difference		to give	
		Games	(Believing)	Sensing				information	
		(Football)		(Microbits)		Year 5:		about 2	
		&				Explain the		family	
		Net/Wall				differences		members	
		Games		Webpage		between		(age / name	
		(Tennis)		Creation		direct and		/ likes).	
						indirect			
				Add text to a		types of		2. To be	
		Year 6:		web page		bullying.		aware that	
		Swimming		Courte and		Kee		we only use	
		&		Set the style		Know some		an	
		Net/Wall		of text on a		ways to		apostrophe	
		Games		web page		encourage		to	
		(Table				children who		show that	
		Tennis)		Embed media		use bullying		there is a	
		Marsh C.		in a web		behaviours		letter	
		Year 6:		page.		to make		missing, like	
		Invasion Games		Insert		other choices and		in 'j'ai'. To	
		(Basketball)		hyperlinks to		know how to		show possession	
		(Basketball)		another site.		support		we have to	
		م Net/Wall		another site.		children who		do	
		Games		Preview a		are being		something	
		(Table		web page (for		bullied.		else.	
		Tennis)		different		builleu.		C13C.	
		i ciiiis,		screen size).				3. To be	
				551 CC11 512CJ.				aware that	
						Year 6:		to read, you	
						Explain ways		break down	
						in which		the words	
						difference		into groups	
						can be a		or individual	
						source of		letters. Two	
						conflict or a		vowels	
						cause for		together	
						celebration		often	
						and can		produce one	
						show		sound e.g l ai	
						empathy		t	
						with people			
						in either			
						situation.			



Years 5 and 6 (Cycle B) Autumn 2nd half term

<u>★</u> *									
History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Map It!	Living Things	Year 5:	What	Webpage	Art – Arts	Celebrating	Rock and	1. To identify	Microsoft
(Americas)	and Their	Invasion	matters	Creation	and Crafts	Difference	Roll	4 classroom	Store Coding
	Habitats	Games	most to		Movement			items	Workshop
Locate the		(Football)	Christians	Add text to a		Year 5:	Recognising		
world's	Describe	&	and to	web page		Explain the	and	2. To be	Helping
countries,	how living	Net/Wall	Humanists?			differences	discussing	aware that	Hands Year 5
using maps	things are	Games		Set the style		between	the stylistic	'C'est' or	workshop
to focus on	classified	(Badminton)	Describe	of text on a		direct and	features of	'Ceci est' is '	
North and	into broad		what	web page		indirect	different	It is.	
South	groups		Christians			types of	genres,		
America,	according to	Year 5&6:	mean about	Embed media		bullying.	styles and	3. To be	
concentratin	common	Net/Wall	humans	in a web		Ka awa a a a a	traditions of	aware that	
g on their	observable	Games	being made	page.		Know some	music using	most nouns	
environment	characteristi	(Table	in the image	1		ways to	musical	in the plural	
al regions,	cs and based	Tennis)	of God and	Insert		encourage	vocabulary.	form will	
key physical	on	& Surimming	being	hyperlinks to		children who	tale as the target	have an -S at	
and human	similarities	Swimming	'fallen',	another site.		use bullying	Identifying	the end	
characteristi	and	Voct	giving	Browiewe		behaviours	common	1 To identify	
cs, countries and major	differences,	Year 6: Net/Wall	examples	Preview a		to make other	features	 To identify nouns and 	
cities	including micro-	Games	Describe	web page (for different		choices and	between different	adjectives in	
cities	organisms,	(Table	what it	screen size).		know how to	genres,	the bilingual	
Understand	plants and	Tennis)	means to be	scieen sizej.		support	styles and	dictionary	
geographical	animals.	&	a Humanist.			children who	traditions of	ulctionary	
similarities	aminais.	Gymnastics	a numanist.			are being	music.		
and	Give reasons	Gymnastics	Discuss the			bullied.	music.		
differences	for		'hidden			bulled.	Recognising,		
through the	classifying		messages' of				naming and		
study of	plants and		some stories				explaining		
human and	animals		that explore			Year 6:	the effect of		
physical	based on		values.			Explain ways	the		
geography of	specific					in which	interrelated		
a region of	characteristi		Give			difference	dimensions		
the United	CS		examples			can be a	of music.		
Kingdom and			from			source of			
a region			Humanist			conflict or a	Using		
within North			and Christian			cause for	musical		
or South			moral codes.			celebration	vocabulary		
America						and can	to discuss		
			Describe			show	the purpose		
Use maps,			some			empathy	of a piece of		
atlases,			Christian and			with people	music.		
globes and			Humanist			in either			
digital /			values			situation.	Using		
computer			simply,				musical		
mapping to			saying what I				vocabulary		
locate			think about				when		
countries			them.				discussing		
and describe							improvemen		
features			Suggest				ts to their		
studied			reasons why				own and		
the the state			I think it				others' work.		
Use the eight			might be				c		
points of a			helpful to				Singing		
compass			follow a				longer songs		
			moral code.				in a variety		
			Talk about				of musical styles from		
			why it might						
			be difficult				memory, with		
			to follow a				accuracy,		
			moral code.				control,		
			Discuss				fluency and a		
			different				developing		
			points of				sense of		
			view about				expression		
	I	1	view about			1	CAPIESSIUII	1	1



what is good	includ	ling
and bad.	contro	ol of
	subt	le
Express my	dynar	mic
own ideas	chang	ges.
about big	Singing	g and
moral	playin	g in
concepts,	time v	vith
such as	peers	with
fairness or	accurac	y and
honesty.	awarene	ess of
	their pa	art in
Compare my	the gr	oup
ideas about	perform	nance
values with		
the ideas of	Playi	ng
others we	melody	parts
have	on tu	ned
studied.	instrum	nents
	wit	h
	accurac	y and
	control	l and
	develo	ping
	instrum	iental
	techni	que.



<u>Spring 1st Half Term</u> <u>End Points</u>

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Years 1 and 2 (Cycle A)

Spring 1st half term

HistoryScienceP.E.R.E.ComputingDTPSHEMusicTrips / VisitorQueen ElizabethAnimals incl. Humans (Year 12)Year 1: Dance (Heroes) & adentify a variety of animals.Year 1: Ball Skills (Feet 1)Who Is A Christian And What Do They Believe? (Believing)Grouping Data (link to Science)DT Rail Primary EngineersDreams and Goals Year 1: Tellhow I telt when I succeded in a new challenge and how I celebrated it.Buckingha m PalaceIdentify common animats animats.Year 182: Ball Skills (Feet 1, Year 1 plan) & SwimmingYear 182: Ball Skills (Feet 1, Year 2; plan) & SwimmingYear 2: Plan) & & SwimmingYear 2: Plan) & & SwimmingYear 2: Plan) & & SwimmingYear 2: Plan) & & SwimmingDescribe the basic parts of the human body (Yr 1)Year 2: plan) & & & SwimmingYear 2: plan) & & & SwimmingYear 2: plan) & & & SwimmingYear 2: plan) & & & SwimmingYear 2: plan) & & & SwimmingYear 2: explain some of the ways 1 worked cooperativel y in my group to create the end product.Music Trips / Working as part of this group.Understand of shattry Wing for humans (tr2)Year 2: working as part of this group.Pinal ball skills animalsSill ball skills animalsUnderstand of heattry Wing for humans (tr2)Year 2: working as part									
Humans [Year 1 and Year 2]Date (Heroes)Christian (Heroes)Data (link to And What bo They Belleve?Project ProjectGoalsm PalaceIdentify variety of animals.Ball Skills (Feet 1)Data (link to botheye?Science) (Believing)Project Primary EngineersGoalsm PalaceIdentify common animals that are carinoresYear 1.82: (Feet 1)Ball Skills (Feet 1)Science) (Believing)Vear 1: rel how i fet twhen i succeeded in a new celebrated it.Identify common animals that are and omnivers.Year 1.2: (Feet 1, Year 1 Ball Skills (Feet 1, Primary Believe?Know how to success in my intenal treasure chest.Describe the basic parts of the human body (Yr 1)Year 2: Ball Skills (Feet 1, Year 2 plan) & & & &Year 2: Explain some of the ways 1 worked cooperativel y group to create the end product.Understand life cycles;Ball Skills (Feet 1, Year 2)Feet 1, year 2)Understand life cycles;SwimmingFeet 1, worked animalsUnderstand life cycles;SwimmingExplain some of the ways 1 worked cooperativel y group to create the end product.Describe the basic parts of the human inc. humans body (Yr 1)SwimmingDescribe the lopsrine the inportance of healthy liwing forExplain some and animalsDescribe the lopsrine the importance of healthyExplain some animalsDescribe the 	History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	• •
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(Year 1 and Year 2)(Heroes) ⩓ What Do They Ball Skills (Feet 1)Science) Do They Ball Skills (Feet 1)Primary EngineersYear 1: Tell how I feit when I succeeded in a new challenge and how I celebrated it.identify common animals.Year 18.2: Ball Skills (Feet 1, Year 1 (Feet 1, Year 1 era 1 are carnivores, and omnivores.Year 18.2: Ball Skills (Feet 1, Year 1 Pera 1 (Feet 1, Year 1 Pera 1 Pera 2: Ball Skills (Feet 1, Year 2 Plan) bescribe the basic parts of the human body (Yr 1)Year 2: Par 2: plan) & basic needs of animalsYear 2: Par 2: Plan) bescribe the basic needs of animalsYear 2: Plan bescribe the basic needs of animalsYear 2: Plan plan bescribe the basic needs of animalsYear 2: Plan plan bescribe the basic needs of animalsYear 2: Plan plan bescribe the basic needs of animalsYear 2: Plan plan plan plan plan plan p	-	Humans					Goals		-
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living for		importance					group.		
		of healthy							
humans (Yr2)		living for							
		humans (Yr2)							



Years 1 and 2 (Cycle B)

Spring 1st half term

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History / Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitor
Queen Victoria	Animals incl. Humans	Year 1: Ball skills:	How Should We Care For	Making Music	Art – Pop Art	Dreams and Goals	West African call and	Mudchute Farm /
	(Year 1 and	(Hands)	Others And			Voor 1	response	Ecology Park
Know about	Year 2)	& Gymnastics	The World, And Why	Recognise		Year 1: Tell how I	song (Theme:	
Queen	Identify a	Gymnastics	Does It	that		felt when I	Animals)	
Victoria and	variety of	Year 2:	Matter?	information		succeeded in	Ammaisj	
her life	animals.	Swimming	Christian/	on a		a new	Recognising	
		&	Muslims &	computer		challenge	timbre	
Explore	Identify	Gymnastics	Jewish	can be stored		and how I	changes in	
some	common		(Living)			celebrated it.	music they	
similarities	animals that			Explain that			listen to.	
and	are		Give	information		Know how to	Recognising	
differences	carnivores,		examples	(work) on a		store the	structural	
between	herbivores		what Jesus	computer can		feelings of	features in	
your life and	and		said about	be saved		success in	music they	
life in the	omnivores.		the			my internal	listen to.	
Victorian era			importance	Explain that		treasure	Listening to	
	Describe the		of people.	stored		chest.	and	
Understand	structure of		and a state of	information			recognising	
how	animals.		Identify two	(work) can be			instrumentat	
paintings	Idontification		examples of	retrieved,		Year 2:	ion.	
and photographs	Identify the basic parts of		religious believers	edited, and resaved		Explain some of the ways I	Roginning to	
can help us	the human		caring for	resaved		worked	Beginning to use musical	
to learn	body (Yr 1)		people.			cooperativel	vocabulary	
about the	bouy (11 1)		people.	Recognise		y in my	to describe	
past	Understand		Say what	that people		group to	music.	
pust	life cycles;		you know	around me		create the	music.	
	ine cycles,		about the	can view my		end product.	Listening to	
	Describe the		Jewish	screen to see			and	
	basic needs		practice of	my work		Express how	repeating a	
	of animals		Tzedakah.			it felt to be	short, simple	
	inc. humans			Recognise		working as	melody by	
	Describe the		Identify the	that my work		part of this	ear.	
	importance		links	can be		group.		
	of healthy		between the	printed and			Suggesting	
	living for		teaching in	shared			improvemen	
	humans (Yr2)		the Torah				ts to their	
			and caring.	Recognise			own and	
			C	that my work			others' work.	
			Give reasons	can be shared			Solocting and	
			why Jesus	between			Selecting and	
			told the story of the	devices.			creating longer	
			Good				sequences of	
			Samaritan.				appropriate	
							sounds with	
			Answer				voices or	
			questions				instruments	
			such as what				to represent	
			would it be				a given idea	
			like if				or character.	
			everyone					
			followed the				Choosing	
			golden rule?				appropriate	
							dynamics,	
			Describe				tempo and	
			different				timbre for a	
			ideas about				piece of	
			what God				music.	
			might be like				Lising latter	
			from reading				Using letter	
							name and	

	the creation	graphic
	story.	notation to
		represent
	Share their	the details of
	own creative	their
	ideas about	composition.
	what the	
	creation	Using their
	story says	voices
	about God.	expressively
		when
		singing,
		including the
		use of basic
		dynamics
		(loud and
		quiet).
		Singing short
		songs from
		memory,
		with melodic
		and rhythmic
		accuracy.
		Copying
		longer
		rhythmic
		patterns on
		untuned
		percussion
		instruments,
		keeping a
		steady pulse.
		Performing
		expressively
		using
		dynamics
		and timbre
		to alter
		sounds as
		appropriate.



Year 3 and 4 (Cycle A)

Spring 1st half term

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History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Ancient	States of	Outdoor:	Why is Jesus	Photo Editing	DT -	Dreams and	Changes in	1. To identify	Westferry
Greek Art	Matter	Basketball	inspiring to		Mechanisms	Goals	Pitch, Tempo	4 colours in	Project
and Culture		Indoor:	some		Pneumatic		and	French	
		Dance	people?	Recognise	Toys	_	Dynamics		
Kara ha	Compare		(Believing)	that digital		Evaluate my		2. To identify	
Know how	and group		Compart the	images can		own learning	Recognising	6 numbers in	
the Ancient	materials		Connect the	be		process and	the use and	French	
Greeks developed	together, according to		story of the unforgiving	manipulated.		identify how it can be	development of motifs in	3. To be	
new styles of	whether		servant with			better next	music.	aware that	
architecture,	they are		an example	Recognise		time.	music.	feminine	
sculpture	solids, liquids		of Christian	that images		cirre.	Identifying	adjectives	
and theatre.	or gases.		life or action.	can be		Share my	gradual	usually ends	
	0			changed for		success with	dynamic and	with the	
Understand	Observe that		Connect the	different		others and	tempo	letter -E.	
how the	some		story of the	purposes.		know how to	changes		
Greeks have	materials		feeding of			store my	within a	4. To be able	
influenced	change state		the 5000	Change the		feelings of	<mark>piece of</mark>	to ask and	
modern art,	when they		with an	composition		success in	<mark>music.</mark>	answer	
architecture	are heated		example of	of an image.		my internal		'Comment ça	
and theatre.	or cooled,		Christian life			treasure	Recognising	va?'	
terre bet	and measure		or action.	Apply a		<mark>chest.</mark>	and		
Learn what	or research		Define	change			discussing		
happened at the end of	the		Define	globally			the stylistic		
the Greek	temperature at which this		clearly and illustrate key	(colours/ fiters)			features of different		
era.	happens in		Christian	intersj			genres,		
cra.	degrees		terms by	Apply			styles and		
	Celsius (°C).		referring to	changes			traditions of		
			events from	locally			music using		
	Identify the		Holy Week	(retouch).			musical		
	part played		and Easter.				vocabulary.		
	by			Make			Recognising,		
	evaporation		Describe	additions to a			naming and		
	and		how and	photo.			explaining		
	condensatio		why				the effect of		
	n in the		Christians				interrelated		
	water cycle		celebrate				dimensions		
	and associate the		Palm Sunday,				of music.		
	rate of		Maundy				Identifying		
	evaporation		Thursday,				scaled		
	with		Good Friday				dynamics		
	temperature.		and Easter				(crescendo/d		
			day.				ecrescendo)		
							within a		
			Identify the				piece of		
			most				music.		
			important						
			parts of				Using		
			Easter for				musical		
			Christians				vocabulary		
			and say why				to discuss		
			they are				the purpose		
			important.				of a piece of		
							<mark>music.</mark>		
							Using		
							musical		
							vocabulary		
							when		
							discussing		
							improvemen		
							ts to their		

			own and others' work.	
			Composing a coherent piece of music in a given style with voices, bodies and instruments.	
			Beginning to improvise musically within a given style.	
			Developing melodies using rhythmic variation, transposition , inversion	
			and looping. Using letter name, graphic and rhythmic notation and musical	
			vocabulary to label and record their compositions . Singing longer songs	
			in a variety of musical styles from memory, with accuracy, control,	
			fluency and a developing sense of expression including control of subtle	
			dynamic changes. Singing and playing in time with peers with	
			accuracy and awareness of their part in the group performance	



Years 3 and 4 (Cycle B)

Spring 1st half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	<mark>French</mark>	Trips
Map it!	Forces and	Outdoor:	Why do	Animation	DT –	Dreams and	Changes in	1. To be able	Westminste
(Europe)	Magnets	Dodgeball	people		Structures	Goals	Pitch, Tempo	to name 1	Abbey -
			pray?	Set-up a	Magnet		and	activity done	Christian Lif
Use globes,	Compare	Indoor:	(Expressing)	device for	Fishing		Dynamics	during the	and Worshi
atlases and	how things	Gymnastics	Christians,	stop-frame	Games	Know how to		holiday	tour (RE)
digital maps	move on		Hindus and	animation.		<mark>make a new</mark>	Recognising		
	different		Muslims			plan and set	the use and	2. To be	
Understand	surfaces.			Capture a		new goals	development	aware that	
that globes,			Describe	series of		even if I have	<mark>of motifs in</mark>	the negative	
atlases and	Notice that		ways	images.		been	<mark>music.</mark>	form is made	
digital maps	some forces		Christians			disappointed		of 2 words	
give us	need contact		pray,	Use tools to			Identifying	NE / N' and	
different	between two		including	review			gradual	PAS which	
nformation	objects, but		using the	subject		Know what it	dynamic and	come around	
	magnetic		Lord's	position		means to be	tempo	the verb like	
Name some	forces can		Prayer.	('onion		resilient and	changes	a sandwich	
countries,	act at a			skinning').		to have a	within a	NE +verb+	
apital cities,	distance.		Describe			positive	<mark>piece of</mark>	PAS	
rivers and			ways	Move a		attitude	<mark>music.</mark>	N' +verb+	
mountain	Observe how		Muslims	subject				<mark>PAS</mark>	
ranges in	magnets		pray,	between			Recognising		
Europe	attract or		including	captures.			and	 To be able 	
	repel each		how they				discussing	to identify	
Explain the	other and		use the First	Play back a			the stylistic	and use the	
difference	attract some		Surah of the	sequence of			features of	sound l	
between	materials		Holy Qur'an.	images to			different		
human and	and not			review.			<mark>genres,</mark>		
physical	others.		Describe				styles and		
geography			ways Hindus	Remove			traditions of		
	Compare		pray and	images.			music using		
	and group		worship,				musical		
	together a		including	Add sound			vocabulary.		
	variety of		using the	effects.			Recognising,		
	everyday		Gayatri				naming and		
	materials on		Mantra.	Add text for			explaining		
	the basis of			scenes,			the effect of		
	whether		Make	captions,			interrelated		
	they are		connections	credits etc.			dimensions		
	attracted to		between				of music.		
	a magnet,		what	Playback a					
	and identify		Christians,	film.			Identifying		
	some		Muslims and				scaled		
	magnetic		Hindus	Export a film.			dynamics		
	materials.		believe				(crescendo/d		
			about prayer				ecrescendo)		
	Describe		and what				within a		
	magnets as		they do				piece of		
	having two		when they				<mark>music.</mark>		
	poles.		pray.						
							Using		
	Predict		Describe				musical		
	whether two		ways in				vocabulary		
	magnets will		which prayer				to discuss		
	attract or		can comfort				the purpose		
	repel each		and				of a piece of		
	other,		challenge				<mark>music.</mark>		
	depending		believers.						
	on which						Using		
	poles are		Describe				musical		
	facing.		similarities &				vocabulary		
			differences				when		
			between				discussing		
			how				improvemen		
			Christians,				ts to their		
-									

	Muslims and			<mark>own and</mark>	
	Hindus pray.			others' work.	
				Composing a	
				coherent	
				piece of	
				music in a given style	
				with voices,	
				bodies and	
				instruments.	
				Beginning to	
				improvise	
				<mark>musically</mark> within a	
				given style.	
				8	
				Developing	
				melodies	
				using	
				rhythmic variation,	
				transposition	
				, inversion	
				and looping.	
				Using letter	
				name,	
				graphic and rhythmic	
				notation and	
				musical	
				vocabulary	
				to label and	
				record their	
				compositions	
				. Singing	
				longer songs	
				in a variety	
				of musical	
				styles from	
				memory,	
				with accuracy,	
				control,	
				fluency and a	
				developing	
				sense of	
				expression including	
				including control of	
				subtle	
				dynamic	
				changes.	
				Singing and	
				playing in time with	
				time with peers with	
				accuracy and	
				awareness of	
				their part in	
				the group	
				performance	



Years 5 and 6 (Cycle A)

Spring 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
The Vikings	Forces	Year 5:	If God Is	Dragons' Den	Art-	Dreams and		1. To be able	
		Invasion	Everywhere,	Presentation	Modernism	Goals		to give	
		Games	Why Go To	(Year 5)				information	
		(Basketball)	A Place Of	Webpage		Year 5:		about 2	
		&	Worship?	Creation		Describe the		planets (size,	
	Dance	Christians,			dreams and		distance		
		(The Circus)	Hindus and	Add text to a		goals of a		from sun,	
		, ,	Jewish	web page		young		temperature	
			(Expressing)			person in a).	
		Year 6:	(Set the style		culture		<i>,</i> -	
		Invasion		of text on a		different		2. To be	
		Games		web page		from mine		aware that	
		(Basketball)		web page		and can		the letter -E	
		(Basketball)		Embed media		reflect on			
		ھ Gymnastics		in a web		how these		sounds differently	
		(Counter-							
				page.		relate to my		depending	
		Balance and		lane at		own.		on its place	
		Counter-		Insert		X		in a wordE	
		Tension)		hyperlinks to		Year 6:		at the end of	
				another site.		Describe		word is	
		Year 6:				some ways		normally	
		Invasion		Preview a		in which I		silent e.g.	
		Games		web page (for		can work		planète	
		(Hockey)		different		with other			
		&		screen size).		people to		3. To be	
		Swimming				help make		aware that	
						the world a		some	
						better place.		adjectives	
								are	
				Vector		Identify why		allowed in	
				Drawings		l am		front of the	
				(Year 6)		motivated to		noun: BANGS	
				(100.0)		do this.		(Beauty, Age,	
						do this.		Number,	
								Goodness,	
								Size).	
								51207.	
						1			



Years 5 and 6 (Cycle B)

Spring 1st half term

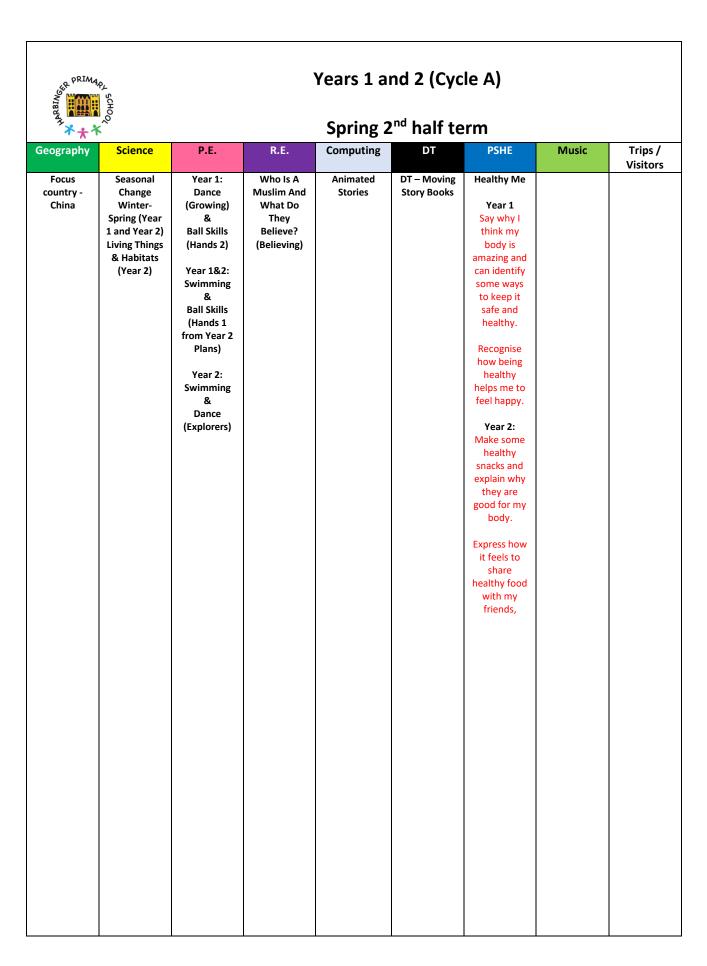
History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips /
									Visitors
The Kingdom	Animals inc.	Year 5:	Green	Year 5 –	DT Food	Dreams and	Changes in	1. To be able	
of Benin	Humans	Tag Rugby	Religion -	Dragon's Den	Technology	Goals	Pitch, Tempo	to name 1	Wallace
		&	How And	project with	Com e Dine		and	activity done	Collection
	Identify and	Gymnastics	Why Should	Sway,	With Me	Year 5:	Dynamics	during the	
	name the		Religious	Flipgrid,		Describe the		holiday	
	main parts of		Communitie	Forms	Write	dreams and	Recognising		ELT Baptist
	the human		s Do More	Webpage	recipe,	goals of a	the use and	2. To be	Church
	circulatory		To Care For	Creation	explaining	young	development	aware that	
	system, and	Year 5&6:	The Earth?		the key	person in a	of motifs in	the negative	
	describe the	Basketball	Make	Add text to a	steps,	culture	music.	form is made	
	functions of	&	connections	web page	method and	different		of 2 words	
	the heart,	Dance	between		ingredients.	from mine	Identifying	NE / N' and	
	blood vessels		beliefs about	Set the style	Including	and can	gradual	PAS which	
	and blood.		the earth	of text on a	facts and	reflect on	dynamic and	come around	
			and activist	web page	drawings	how these	tempo	the verb like	
	Recognise	Year 6:	behaviour in		from	relate to my	changes	a sandwich	
	the impact of	Swimming	religions.	Embed media	research	own.	within a	NE +verb+	
	diet,	&	Describe the	in a web	undertaken.		piece of	PAS	
	exercise,	Dance	teaching of	page.	and creater to worth	Year 6:	music.	N' +verb+	
	drugs and		two or more		Follow a	Describe		PAS	
	lifestyle on		religions	Insert	recipe, inc.	some ways	Recognising		
	the way their		about the	hyperlinks to	use of	in which I	and	3. To be able	
	bodies		natural	another site.	correct	can work	discussing	to identify	
	function.		world.		quantities of	with other	the stylistic	and use the	
			Discuss and	Preview a	ingredients.	people to	features of	sound I	
	Describe the		apply ideas	web page (for	ingreulents.	help make	different		
	ways in		from Islam	different	Adapt a	the world a	genres,		
	which		such as	screen size).	recipe based	better place.	styles and		
	nutrients		'khalif' or				traditions of		
	and water		'corruption'		on research.	Identify why	music using		
	are		to green			Lam	musical		
	transported		issues.	Year 6 –	Work to a	motivated to	vocabulary.		
	within		Discuss and	Programming	given	do this.	Recognising,		
	animals,		apply ideas	: Physical	timescale.		naming and		
	including		from	Computing			explaining		
	humans.		Christianity		Work safely		the effect of		
			such as	Experiment	and		interrelated		
	(Year 5s		stewardship	with a 'repeat	hygienically		dimensions		
	must cover		and the Fall	until' loop.	with		of music.		
	SRE in		of Humanity	until loop.	independenc		or music.		
	addition)		to green	Use a	e.		Identifying		
	Describe the		issues.	condition in	Evaluate		scaled		
	changes as		Discuss and	an 'ifthen'	recipe,		dynamics		
	humans		apply ideas	statements to	considering:		(crescendo/d		
	develop to		from	produce a	taste, smell,		ecrescendo)		
	old age.		Judaism such	given	texture and		within a		
	olu age.		as 'healing	outcome.	origin of the		piece of		
			the world'	outcome.	food group.		music.		
			and the new	Show that a			musit.		
			year for	condition can	Taste test		Using		
				switch	and score		Using		
			trees, Tu R'shouat		final		musical		
			B'shevat.	program flow	products.		vocabulary		
			Discuss	in one of two			to discuss		
			and apply	ways.	Suggest and		the purpose		
			Hindu ideas		write up		of a piece of		
			such as the	Use a	points of		music.		
			concept of	condition in	improvemen				
			goddess	an	ts in		Using		
			Bhumi,	'ifthenelse	productions.		musical		
			Mother	' statement			vocabulary		
			Earth and	to produce	Evaluate		when		
			ahimsa,	given	health and		discussing		
			harmlessnes	outcomes	safety in		improvemen		
		1	1	1	production		ts to their	1	

Same UnderString Composing a Like n. Composing a Callanges n. Composing a Callanges n. Composing a Facing the place of mutuic in a green susces green susces green susces Form the sumplex of composing a green susces green susces Callan Begioning to green susces mutacity Unk the mutacity green susces with a With devel of the green susces with a metodelse With devel of the kinds of metodelse green susces Green susces with a with a With devel of the kinds of metodelse green susces Green susces with a with a Green susces		c to groop	to minimise	own and		
Image: second		s, to green				
Image: set of the set of th				others work.		
challengescoherentfacing the planet and responsesspice of music in a green stylefromwith volces, different religions:ExploitBeginnist to improvide green issuesgreen issueswithin green issuesgreen issueswithin greengreen issueswithin greengreen issueswithin greengreenand loopinggreenand loopinggreengreengreenand loopinggreengreengreengreengreengreengreengreengreengreengreengreengreen <td< td=""><td></td><td></td><td></td><td>Composing a</td><td></td><td></td></td<>				Composing a		
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responsesglym nylefromwith nyles, bodies and instruments.Explaininstruments.Explaininstruments.examples of green issues.improvise improviseUnit the with objectwith a given style.from within religions are making to chaining to the greenimprovise improvisein the stresswith a given style.from within religions are greenimprovise improvisein the stresswith a given style.green blackstedwith a given style.green challenging greenimprovise improviseblackstedusing letter making to challenging greenblackstedgraphic and improvisegreen challenging greenimprovise improviseblackstedusing letter making improvisegreen challenging greenimprovise improvise improvisegreen challenging greenimprovise improvise graphic and improvise <br< td=""><td></td><td>-</td><td></td><td></td><td></td><td></td></br<>		-				
fromwith voices, body and religions, Explain examples of green issues, uink the green issues, with a work of regions are responses of regions are green and to they.Beginning to improvise green issues, with a work of green issues, with a work of responses of responses of responses of responses of green and to they.Beginning to improvise green issues, with a work of responses of responses of 						
different bddiss and instruments. Explain examples of green issues. Beginning to muscally green issues Beginning to muscally green issues with twees of the matchin for religions. Beginning to muscally green issues Beginning to muscally green issues with twees of the matchin for religions are challenging green Beginning to green are biscuss and discribe Beginning to green the own and others' Discuss and discribe Using letter muscall discribe Commitment muscall discribe Composition discribe Singing long are severed discribe Singing long are different discribe Gorgense lidea about discribe Gorgense lidea about discribe Gorgense lidea about how Including muscall discribe Gorgense lidea about how						
Lipian Beginning to improvise improv						
examples of green issues.Beginning to improvise youthin a within a within a green issuesminoritie methods green syste.in the planet from within religions are withing to religions are analogoDeceloping methods sing sing analogo analogoin the planet from within religions are a withing to challenging green a and looping.Deceloping methods sing sing analogo analogo green graphic and ideas about ideas about the kinds of composition size the size		religions.		instruments.		
green issue:improvieunitableunitablegreen issueswithin agreen issuesgiten style.the planetDevelopingreligions.within ae Welp upusingresponse ofchallengingresponse ofchallenginggreen<		Explain				
Init the green issues with views of the planet multiple given style. if om within religions. Dewelping melodies if om within religions are making to challenging green gree		examples of		Beginning to		
green suseswithin awith views of the plantgiven style.from within religions.Developing melodies• Volgh upusing religions are• Volgh upusing religions are• Recognizevariation, response of and looping.• RecognizeUsing letter response of and others'• Bartingreen and looping.• Bartingreen and looping.• Collaborationmaking to response of ther own and others'• Collaborationmusical vocabulary and• Collaborationmusical vocabulary and• Collaborationmusical vocabulary and• Collaborationmusical vocabulary and• Collaborationmusical vocabulary and• Commitment recognise that thereSinging of musical vocabulary to label and recognise batt the commotions• Save the Earth'.Singing of musical vocabulary to label and recognise that there• Compositionsaves styles from we with how we• Change ididas aboutof musical styles from with persvint accuracy and accuracy and avareness of they are they are the				improvise		
with views of teplanet from within religions.given style.• Weigh up response of religions are making to challenging green and looping.within within ransposition unsersion and looping.• Weigh up response of religions are religions are making to challenging greenwith views of unsersion and looping.• Discuss and describeUsing letter notation and musical religions and doping.• Discuss and describeusing letter notation and outside religions and musical religions and doping.• Discuss and describeusing letter notation and musical religions and musical religions and musical religions and religions and dominant musical religions and musical religions and musical religions and musical religions and religions and musical religions and musical religions and religions and musical religions and musical religions and religions and<						
the planet Developing religions. Weigh up eveloping using religions are thythmic religions are that and hooping. graphic and theirs graphic and describe Using letter name graphic and describe using its their own mare, and others' graphic and ideas about motation and uside at and to label and commitment record their needed to save the save the Singing Recognise longer songs that there in avariety are different of musical points of saveties view about emenory, how we with with a solut expression ideas about expression graphic and their part in needed to saveties Commitment control recorit heir <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
from withinDeveloping• Weigh upusing• Weigh upusing• Responses ofrhythmicreligions areurarision,making totranspositionchallengingurarisiongreenand looping.Discuss andgraphic anddescribeurarision andtheir ownmame,and others'graphic andideas aboutrhythmicthe kinds ofcontainedcollaborationmuticalarchismvocabularyandrecorrisionandrecorrisionandrecorrisionarchismvocabularyandstyles frombisto ofstyles fromcomminentrecorrisionrecorrisionstyles fromarchismstyles frombisto ofstyles fromshare thein a varietyare differentaccuracy,climatecontrol,climatecontrol,climatecontrol,climatecontrol,climatesubtiecontrol, fluency and asubtiesubtiecontribute.changes.climatesubtiecontribute.changes.climatesubtieclimatesubtiecontribute.changes.climatesubtieclimatesubtieclimatesubtieclimatesubtieclimatesubtieclim				given style.		
religions.melodies• Weiph up responses of responses of challenging green and looping.Discuss and describe ther own and others' idea about responses of responses of responses of responses of responses of responses of responses of responses of responses of responses of response of control of seve the Earth', seve the Earth', seve the Earth', seve the Earth', seve the Earth', responses response <br< td=""><td></td><td></td><td></td><td></td><td></td><td></td></br<>						
Weighup religions are religions						
responses of responses of making to challenging green Discuss and describe their own and others' ideas about the kinds of collaboration , activism and to table and to table and the kinds of collaboration , activism and to commitment needed to save the Earth', Earth', Earth', Earth', Save the Earth', Earth', Commitment that here are different points of view about that here are different points of climate change it was about the points of climate change disease that here are different points of climate control of climate control of climate control of committes control of control						
religions are making to challenging green variation, transposition jewersion and looping, discuss and describe Discuss and describe Using letter mane, graphic and ther own and others' (deas about Using letter mane, graphic and ther own and others' (deas about I de describe using letter mane, graphic and ther own and others' (deas about using letter mane, graphic and ther own and others' (deas about I de de describe maximum maximum maximum and others' and commitment maximum maximum maximum meeded to save the Earth'. I de deferent points of view about Singing longer songs that there in a variety are different points of view about Singing memory, with avaitery are different points of view about I de deferent points of view about and sustes. Singing developing expression ideas about I de de developing religious communities subte sam contribute. I de developing can contribute. singing and plaving in time with accuracy and awareness of their part in there with accuracy and awareness of						
Image: state in the state i						
challenging green Discuss and describe, inversion and looping.Discuss and describeUsing letter name, graphic and rhythmic notation and musical a dotters'and others' ideas aboutgraphic and rhythmic notation and musical a dotters'and others' ideas aboutmotation and musical a dotters'and others' ideas aboutmotation and musical record their compositionsand commitment save the Earth' Singing longer songs save the Earth'.Barth' ith there points of how we. Singing memory, with accuracy, control, than accuracy, control, how weand isses, itideas about how weexpression in avariety with accuracy, control, there, and bow how control, control of control of contro						
greenand looping.Discuss and describeUsing letter name, graphic and ideas aboutI. Using letter name, graphic and intythmic otation and musical vocabularyand others' ideas aboutmatter restrictionmatter matter graphic and musicaland others' collaborationmusical vocabularymusical vocabularya and a and a and a and a andto label and resord their compositionscommitment save the Earth', save the Earth', are differentSinging ota variety are different points of view about we with respond to control, climate control, climateview about respond to tissues.memory, with accuracy, control, cont						
Discuss and describeUsing letter name, name, graphic and rhythmic hythmic notation and musical y.attivismand others'graphic and rhythmic notation and musical y.attivisma.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularya.attivismvocabulary vocabularyB.attivismvocabulary vocabularyB.attivismvocabulary vocabularyB.attivismvocabulary vocabularyB.attivismvocabulary vocabularyB.attivismvocabulary vocabularyB.attivismvocabulary vocabularyB.attivismvocabulary vocabularyB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle activismB.attivismsingle 						
describe Using letter their own and others' graphic and graphic and ideas about the kinds of notation and musical graphic add mythmic collaboration musical graphic add motation and musical graphic add musical graphic add musical graphic add to label and to label and graphic add to label and graphic add singing graphic add to label and graphic add singing graphic add to label and graphic add singing graphic add accuracy, graphic add accuracy, graphic add expression <td></td> <td>-</td> <td></td> <td>and looping.</td> <td></td> <td></td>		-		and looping.		
and others' graphic and ideas about mame, graphic and ideas about the kinds of collaboration motation and musical a, activism vocabulary and to label and commitment record their needed to compositions save the - Earth'. . Singing Recognise longer songs that there in a variety are different of musical points of styles from view about memory, how we with respond to control, climate control, climate south ideas about express ideas about express, ideas about control of religious control of control tof subte contribute. changes, ideas about changes, ideas about subte ideas about subte ideas about control of ideas about subte ideas about control of ideas about control of ideas about subte ideas about control of <t< td=""><td></td><td></td><td></td><td>Using letter</td><td></td><td></td></t<>				Using letter		
and others' graphic and hythmic notation and musical ideas about the kinds of collaboration musical musical and to label and to label and commitment needed to save the Earth'. .Singing longer songs ard different of musical points of points of that there in avarlety of musical dimate comronitionent respont to compositions styles from situationent ideas about the points of points of points of points of styles from memory, with are different ideas about the append to control, change control, control, control, control, tideas about kappend to communities control, control of subtle con pliquis contribute. Singing an playing in time with peers with peers with accuracy and awarenes of their part in the group						
ideas about rhythmic the kinds of collaboration notation and musical , activism vocabulary and to label and commitment record their needed to compositions 'save the singing Earth'. Singing record their in a variety are different of musical points of styles from view about memory. how we with respond to accuracy. clideas about expression ideas about including respond to accuracy. clideas about expression how with respond to control, clideas about expression how subtle can dynamic controlot. subtle can control of controlute. Singing and playing in the with regrow with accuracy and awareness of there with religious control of contribute. Singing and playing in there with regrow there part in						
collaboration musical and vocabulary and to label and commitment record their needed to compositions 'save the in a variety Earth'. . Singing Recognise longer songs that there in a variety are different of musical points of styles from view about memory, how we with respond to accuracy, climate control, ideas about expression ideas about expression religious control of contribute. changes. suble control of graving in time with peers with accuracy and awareness of their part in		ideas about				
ind , activism vocabulary and to label and and commitment needed to compositions 'save the in a variety Earth'. .Singing Recognise longer songs are different of musical points of are different opoints of accuracy, issues. developing Express sense of ideas about expression how expression how control, religious control of committies subtle can dynamic can dynamic can dynamic can dynamic can awareness of their part in their part in		the kinds of		notation and		
and to babel and record their compositions 'save the Earth'. .Singing longer songs Recognise longer songs that there in a variety are different of musical points of styles from view about memory, with respond to climate control, climate climate control, climate biologies about expression religious control of subtle control biologies subtle control control of communities subtle control biologies subtle control control of communities subtle can control of control of communities subtle can control of control of control of control of control of control of control of time with peers with accuracy and awareness of their part in the part in		collaboration				
commitment needed to needed to						
Image: second						
'save the Singing Earth'. Singing Recognise Ionger songs that there in a variety are different of musical points of styles from view about memory, how we with respond to accuracy, climate control, change fluency and a issues. sense of ideas about expression how religious control of subtle can control of communities subtle can control of contribute. Singing and playing in time with peers with accuracy and awareness of their part in their part in their part in						
Earth' SingingRecogniselonger songsthat therein a varietyare differentof musicalpoints ofstyles fromview aboutmemory,how wewithrespond toaccuracy,climatecontrol,climategenesionidea aboutexpressionhowincludingreligiouscontrol ofcommunitiessubtlecontrolute.subtlecontrolute.subtlereligiouscontrol ofcontrolute.subtlereligiouscontrol ofcontrolute.subtlereligiouscontrol ofcontribute.subtlereligiouscontrol ofcontribute.subtlereligiouscontrol ofcontribute.subtlereligiouscontrol ofcontribute.subtlereligiouscontrol ofcontribute.singing andplaying intime withaccuracy andawareness oftheir part intheir part in<				compositions		
Recognise that there are different points of view aboutlonger songs in a variety of musical styles from memory, with respond to climate climate issues.longer songs of musical styles from memory, with accuracy, control, fluency and a issues.Express ideas about how religious control of communities can contribute.suble control of suble dynamic changes.Singing and playing in time with peers with accuracy and awareness of their part in the group				Cincing		
that there are different points of view aboutin a variety of musical styles from memory, with accuracy, control, changeclimate changecontrol, fluency and a issues.ckange ideas about how religious control of control of control control control control control control control control control control control control control of control of there and time with peers with accuracy and awareness of their part in the group						
are different of musical points of styles from view about memory, how we accuracy, climate control, change fluency and a issues. generation Express sense of ideas about expression how control of religious control of communities subtle can dynamic contribute. singing and paying in time with peers with accuracy and awareness of their part in time poup their part in						
points of view about styles from memory, with how we respond to climate accuracy, control, climate control, climate generation climate control, climate generation ideas about expression ideas about generation how including control of subtle can generation contribute. subtle contribute. singing and playing in time with peers with accuracy and awareness of their part in their part in their part in						
view about memory, how we accuracy, respond to accuracy, climate control, change fluency and a issues. developing Express sense of ideas about expression how including religious control of communities subtle can dynamic contribute. singing and playing in time with peers with accuracy and awareness of awareness of wareness of their part in their part in their group						
how we respond to climate with accuracy, control, change issues. fluency and a developing Express sense of expression ideas about how including control of religious communities control of control of communities subtle control of communities subtle control of communities changes. control of communities subtle control of communities subtle control of control of subtle control of control of subtle dynamic control of changes. subtle dynamic control of changes. subtle dynamic control of the group						
respond to accuracy, climate fluency and a issues. sense of Express expression ideas about expression how including religious control of communities subtle contribute. subtle contribute. subtle singing and playing in time with peers with accuracy and awareness of awareness of the group						
climate change issues.control, fluency and a developing sense of including religious communities can contribute.fluency and a developing sense of including control of subtle dynamic changes.can contribute.subtle dynamic changes.subtle dynamic their part in their part in their part in the group						
issues. issues. developing Express sense of ideas about expression how including religious control of communities subtle can developing contribute. changes. Singing and playing in time with peers with accuracy and awareness of their part in their part in		climate				
Express sense of ideas about expression how including religious control of communities subtle can dynamic contribute. changes. Singing and playing in time with peers with peers with accuracy and accuracy and awareness of their part in their part in their part in their part in						
ideas about how including how religious control of communities subtle can dynamic contribute. changes. singing and playing in time with pers with accuracy and awareness of their part in their part in						
how religious communities can contribute.						
religious communities subtle can dynamic contribute. changes. Singing and playing in time with peers with accuracy and awareness of their part in their part in their poup their poup						
communities subtle can dynamic contribute. changes. Singing and playing in time with peers with accuracy and awareness of their part in their poup						
can dynamic contribute. changes. Singing and playing in time with peers with accuracy and awareness of their part in their part in their poup their poup						
Image: contribute. changes. Singing and playing in time with peers with accuracy and awareness of their part in the group						
Singing and playing in time with peers with accuracy and awareness of their part in the group						
Image: state stat		contribute.		changes.		
Image: state stat				Singing and		
Image: state in the state						
Image: second						
accuracy and awareness of their part in the group						
awareness of their part in the group						
their part in the group						
the group						



Spring 2nd Half Term

End Points





Years 1 and 2 (Cycle B)

Spring 2nd half term

***				Spring 2	nair te			
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Where do	Seasonal	Year 1:	How And	Pictograms	Art -	Healthy Me	On this	
we live?	Change	Ball Skills	Why Do We		Contempora		island:	Science Walk
	Winter-	&	Celebrate	show I can	ry Artists	Year 1	British songs	
	Spring (Year	Dance	Special And	enter data	Ty Artists	Say why I	and sounds	
	1 and Year 2)	24.100	Sacred	onto a		think my		Fire Safety
	Living Things	Year 1&2:	Times?	computer		body is	Listening to	Workshop
	& Habitats	Swimming	(To be timed	computer		amazing and	and	
		-	•	Decemica		_		Year 2
	<mark>(Year 2)</mark>	&	according to	Recognise		can identify	recognising	
		Dance	Christian/	that people,		some ways	instrumentat	
		×	Jewish	animals and		to keep it	ion.	
		Year 2:	(Expressing)	objects can		safe and		
		Ball Skills		be described		healthy.	Beginning to	
		&	Describe	by attributes			use musical	
		Dance	how a			Recognise	vocabulary	
			festival is	Use a		how being	to describe	
			celebrated.	computer to		healthy	music.	
				view data		helps me to		
			Identify	in different		feel happy.	Selecting and	
			some ways	formats.			creating	
			Christians			Year 2:	longer	
			celebrate	Use		Make some	sequences of	
			Easter.	pictograms to		healthy	appropriate	
				answer		snacks and	sounds with	
			Describe	single-		explain why	voices or	
			what	attribute		they are	instruments	
			happens and	questions.		good for my	to represent	
			what is being	questionsi		body.	a given idea	
			celebrated at	Use a		bouy.	or character.	
			Eid-ul Fitr.			Express how	of character.	
			Liu-urritt.	computer to		it feels to	Successfully	
			Describe	answer			Successfully	
			Describe	comparison		share	combining	
			what	questions		healthy food	and layering	
			happens	(graphs,		with my	several	
			during	tables).		friends,	instrumental	
			Ramadan.				and vocal	
							patterns	
			Retell stories				within a	
			connected				given	
			with Easter				structure.	
			and say why					
			these are				Choosing	
			important to				appropriate	
			Christians.				dynamics,	
							tempo and	
			Consider				timbre for a	
			questions				piece of	
			such as how				music.	
			might these				music.	
			-				Licing their	
			foods help				Using their	
			people				voices	
			remember				expressively	
			this festival?				when	
							singing,	
			Think of				including the	
			reasons why				use of basic	
			some people				dynamics	
			choose to				(loud and	
			fast during				quiet).	
			Ramadan.					
							Singing short	
			Suggest why				songs from	
			some people				memory,	
			like to					
							with melodic	
			celebrate					



important	and rhythmic
events.	accuracy.
Give reasons	Performing
why some	expressively
people use	using
music in	dynamics
celebrations.	and timbre
	to alter
Describe the	sounds as
link between	appropriate.
Easter	
artefacts and	
the story and	
celebration	
of Easter	
events.	
Describe the	
link between	
a selection	
of Pesach	
symbol.	

Year 3 and 4 (Cycle A)

Spring 2nd half term

<u>^</u> *↓				•	0				1
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Volcanoes	Animals inc.	Outdoor:	Why do	Programming	Early Islamic	Healthy Me	Haiku, Music	1. To identify	National
	Humans	TAG Rugby	some people think that	- Repetition	Empire	Identify	and	3 animals in	Gallery
	Describe the	Indoor: Dance	life is like a	in Games		Identify things,	Performance	<mark>French</mark>	
	simple	Dance	journey and	list an		people and	Recognising,	2. To know	
	functions of		what	everyday task		places that I	naming and	that	
	the basic		significant	as a		need to keep	explaining	adjectives of	
	parts of the		experiences	set of		safe from,	the effect of	colours go	
	digestive		mark this?	instructions		and can tell	the	after the	
	system in			including		you some	interrelated	noun	
	humans.		Describe	repetition		strategies for	dimensions	2 To identify	
	Identify the		how life is seen as a	•		keeping myself safe	<mark>of music.</mark>	 To identify the 3 parts of 	
	different		journey by	Use an		including	Using	the bilingual	
	types of		some	indefinite		who to go to	musical	dictionary	
	teeth in		people.	loop to		for help.	vocabulary	1. English to	
	humans and			produce a			to discuss	French part	
	their simple		Think why	given		Express how	the purpose	<mark>2.</mark>	
	functions.		some people	outcome.		being	of a piece of	Vocabulary	
			have rituals			anxious or	<mark>music.</mark>	by topic part	
	Construct		to mark	Use a count-		scared feels.	11.5	3. French to	
	and interpret a variety of		important life events	controlled loop to			Using musical	English part	
	food chains,		life events.	produce a			vocabulary	4. To be able	
	identifying		Describe two	given			when	to identify	
	producers,		different	outcome.			discussing	and use the	
	predators		Christian				improvemen	sound CH in	
	and prey.		celebrations	Plan a			ts to their	<mark>a word</mark>	
			of belonging	program that			own and		
			/ initiation.	includes			others' work.		
			Describer	appropriate			Constant		
			Describe what happen	loops to produce a			Composing a coherent		
			at a Jewish	given			piece of		
			Bar or Bat	outcome.			music in a		
			Mitzvah				given style		
			ceremony.	Recognise			with voices,		
				tools that			bodies and		
			Describe	enable more			instruments.		
			Hindu beliefs	than one					
			about the	process to be			Beginning to		
			journey of life and	run at the same time			improvise musically		
			death using	(concurrency)			within a		
			key terms				given style.		
			such as						
			dharma,	Create two or			Developing		
			karma and	more			melodies		
			moksha.	sequences			using		
			Describerth	that run at			rhythmic		
			Describe the significance	the same time.			variation, transposition		
			of the Hindu	ume.			, inversion		
			sacred				and looping.		
			thread						
			ceremony.				Creating a		
							piece of		
			Describe a				music with at		
			wedding				least four		
			ceremony				different		
			for two				layers and a		
			different				clear		
			religions.			1	structure.	1	1

Consider	Using letter	
questions	name,	
about the	graphic and	
importance	rhythmic	
and	notation and	
significance	musical	
to Christians	vocabulary	
of different	to label and	
forms of	record their	
baptism.	compositions	
Suggest	Singing and	
reasons why	playing in	
Christians	time with	
baptise at	peers with	
birth and	accuracy and	
others have	awareness of	
believer's	their part in	
baptism.	the group	
	performance	
Suggest		
reasons why	Playing	
ceremonies	melody parts	
are	on tuned	
significant to	instruments	
Jewish	with	
people.	accuracy and	
	control and	
	developing	
	instrumental	
	technique.	



Years 3 and 4 (Cycle B)

Spring 2nd half term

Rivers	Plants Identify and describe the	Outdoor: Swimming	Why are	Programming	Art -	Healthy Me	Haiku, Music	1 To identify	
		Swimming				meaning wie	naiku, iviusic	 To identify 	HSBC Future
			festivals	 Events and 	Impressionis		and	<mark>4 school</mark>	Coders
	describe the		important to	Actions	m		Performance	subjects	workshop
		Indoor:	religious			Recognise			
	functions of	Dance	communities	Explain that a		when people	Recognising,	To identify	
	different		?	program has		are putting	naming and	4 opinions	
	parts of		Christians,	a start.		<mark>me under</mark>	explaining	(likes and	Visit o
	flowering		Muslims and			pressure and	the effect of	dislikes)	London
	plants: roots,		Jewish	explain what		can explain	the		
	stem/trunk,		(Expressing)	a sequence is.		ways to	interrelated	3. To be able	Buddhist
	leaves and					<mark>resist this</mark>	dimensions (to identify	Centre
	flowers.		Make links	Recognise		when I want	of music.	and use the	
			between	that		to.		sound É	
	Explore the		beliefs about	sequences			Using		
	requirement		Jesus and	can have an		Identify	musical	4. To be able	
	s of plants		the	order.		feelings of	vocabulary	to say the	
	for life and		celebration			anxiety and	to discuss	time to the	
	growth (air,		of Easter.	Order		fear	the purpose	hour up to	
	light, water,			commands in		associated	of a piece of	12 o'clock	
	nutrients		Make links	a program.		with peer	music.		
	from soil,		between			pressure.			
	and room to		symbols	Explain that		-	Using		
	grow) and		used by	the order of			musical		
	how they		churches	commands			vocabulary		
	vary from		and	can affect the			when		
	plant to		Christians in	outcome.			discussing		
	plant.		holy week	outcomer			improvemen		
	plant		and the	Create a			ts to their		
	Investigate		celebration	sequence of			own and		
	the way in		of Easter.	commands to			others' work.		
	which water		UI Laster.	produce a			others work.		
	is		Make links	given			Composing a		
				-					
	transported		between the	outcome.			coherent		
	within		symbols on a				piece of		
	plants.		seder plate				music in a		
			and their				given style		
	Explore the		meaning.				with voices,		
	part that		Make links				bodies and		
	flowers play		between the				instruments.		
	in the life		story of						
	cycle of		Lakshmi and				Beginning to		
	flowering		practices at				improvise		
	plants,		Divali.				musically		
	including						within a		
	pollination,		Suggest				<mark>given style.</mark>		
	seed		what						
	formation		matters				Developing		
	and seed		most to				melodies		
	dispersal.		believers at				using		
			Easter/Id ul				<mark>rhythmic</mark>		
			Fitr/Divali/				variation,		
			Pesach.				transposition		
							, inversion		
			Identify				and looping.		
			similarities &						
			differences				Creating a		
			between the				piece of		
			way two				music with at		
			Christian				least four		
			denominatio				different		
			ns celebrate				layers and a		
			Easter.				clear		
			Identify				structure.		
			similarities &				Using letter		
			differences				name,		



between the	graphic and	
celebration	rhythmic	
of two	notation and	
festivals.	musical	
Identify	vocabulary	
some of the	to label and	
celebrations	record their	
that form a	compositions	
part of my		
own life	Singing and	
Make links	playing in	
between	time with	
things that	peers with	
are	accuracy and	
important in	awareness of	
our	their part in	
community	the group	
and	performance	
celebrations		
that are held	Playing	
/ could be	melody parts	
held.	on tuned	
	instruments	
	with	
	accuracy and	
	control and	
	developing	
	instrumental	
	technique.	



Years 5 and 6 (Cycle A)

Spring 2nd half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips /
Geography	Science			computing		1 SHL	Whaste	i i chen	Visitors
Enough for	Animals inc.	Year 5:	What does it	Year 5 –	Art – Post-	Healthy Me		1. To be able	Visit East
Everyone	Humans	OAA	mean to be	Dragon's Den	modernism	-		to name 3	London
		(Orienteerin	a Muslim in	project with	& 4 th Plinth	Year 5:		activities/	Mosque
	Identify and	g and Team-	Britain	Sway,	Award	Describe the		pastimes	
	name the	Building	today?	Flipgrid,		different			
	main parts of	Activities	(Living)	Forms		roles food		2. To be	
	the human	&		Webpage		can play in		aware that a	
	circulatory	Striking and		Creation		people's		vowel or	
	system, and	Fielding				lives and can		vowels	
	describe the functions of	Games		Add text to a		explain how		before the letter N or M	
	the heart,	(Cricket)		web page		people can develop		will make a	
	blood vessels	Year 6:		Set the style		eating		nasal sound	
	and blood.	Dance		of text on a		problems		nasai sounu	
		(The Circus)		web page		(disorders)		3. To identify	
	Recognise	&				relating to		verbs in the	
	the impact of	Striking and		Embed media		body image		bilingual	
	diet,	Fielding		in a web		pressures.		dictionary	
	exercise,	Games		page.				using their	
	drugs and	(Cricket)				Respect and		basic form:	
	lifestyle on			Insert		value my		the infinitive.	
	the way their	Year 6:		hyperlinks to		body.		(In French,	
	bodies	Swimming		another site.				infinitives	
	function.	&		- ·		Year 6:		end in –er, -ir	
	Described the	Striking and		Preview a		Evaluate		or	
	Describe the	Fielding Games		web page (for different		when alcohol is		–re.)	
	ways in which	(Cricket)		screen size).		being used			
	nutrients	(Cheket)		screen sizej.		responsibly,			
	and water					anti-socially			
	are			Year 6 -		or being			
	transported			Programming		misused			
	within			(Selection in					
	animals,			quizzes)		Describe			
	including					how I feel			
	humans.					about using			
						alcohol			
	(Year 5s					when I am			
	must cover					older and my			
	SRE in					reasons for this.			
	addition) Describe the					unis.			
	changes as								
	humans								
	develop to								
	old age.								



Years 5 and 6 (Cycle B)

Spring 2nd half term

Casaranhu	Calanaa	DE	DE	-	Q. 114	DCUE	B.d	French	Tring
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Our	Evolution	Year 5:	Is It Better	Programming	Art – Street	Healthy Me	Haiku, Music	1. To identify	Fire Safety
Changing	and	Invasion	To Express	– Variables	Art	-	and	4 school	Workshop
World	Inheritance	Games	Your			Year 5:	Performance	subjects	Year 5
(Focus		(Hockey)	Religion In	<mark>Apply</mark>		Describe the			
continent:	Recognise		Arts &	<mark>knowledge of</mark>		different	Recognising,	2. To identify	Dragons'
Africa)	that living	Year 5&6:	Architecture	variables and		roles food	naming and	4 opinions	Den visitors
	things have changed	OAA Orienteering	Or In Charity &	design to		can play in people's	explaining the effect of	(likes and dislikes)	and visit to HSBC Year 5
Understand	over time	Onenteering	Generosity?	improve a		lives and can	the	uisiikes)	TISBC TEar S
the	and that		(Expressing)	<mark>game in</mark> Scratch		explain how	interrelated	3. To be able	Capital One
interaction	fossils	Year 6:	Christians	Scratter		people can	dimensions	to identify	Workshops
between	provide	OAA	and Muslims			develop	of music.	and use the	
physical and	information	Orienteering	non-			eating		sound É	
human	about living		religious			problems	Using		
processes	things that					(disorders)	musical	4. To be able	
Explain how	inhabited the Earth		Understand different			relating to body image	vocabulary to discuss	to say the time to the	
Explain now Earth's	millions of		reasons why			pressures.	the purpose	hour up to	
features	years ago.		some			pressures.	of a piece of	12 o'clock	
change over	,		buildings are			Respect and	music.		
time	Recognise		sacred			value my			
	that living		Consider,			body.	Using		
Describe and	things		discuss and			. -	musical		
understand	produce		weigh up			Year 6:	vocabulary		
key aspects of physical	offspring of the same		different views about			Evaluate when	when discussing		
geography,	kind, but		why			alcohol is	improvemen		
including	normally		mosques are			being used	ts to their		
climate	offspring		important.			responsibly,	own and		
zones,	vary and are					anti-socially	others' work.		
biomes and	not identical		Consider,			or being			
vegetation	to their		discuss and			misused	Composing a		
belts	parents.		weigh up			Describe	coherent		
	Identify how		different views about			Describe how I feel	piece of music in a		
	animals and		why			about using	given style		
	plants are		Christian			alcohol	with voices,		
	adapted to		sacred			when I am	bodies and		
	suit their		buildings are			older and my	instruments.		
	environment		important.			reasons for			
	in different		Consider,			this.	Beginning to		
	ways and		discuss and				improvise		
	that adaptation		weigh up different				musically within a		
	may lead to		views about				given style.		
	evolution.		why religious				Bireirochier		
			art is				Developing		
			important.				melodies		
							using		
			Suggest				rhythmic		
			reasons,				variation,		
			quoting religious				transposition , inversion		
			sources, why				and looping.		
			Muslims						
			consider				Creating a		
			charity and				piece of		
			generosity				music with at		
			important.						
			Decellered						
			about						
			charity and generosity important. Recall and deploy information				piece of		

	buildings			name,	
	and			graphic and	
	charities.			rhythmic	
	Notice, list			notation and	
	and explain			musical	
	similarities			vocabulary	
	and			to label and	
	differences			record their	
	between			compositions	
	different				
	sacred			Singing and	
	buildings. Notice, list			playing in time with	
	and explain			peers with	
	similarities 8			accuracy and	
	differences			awareness of	
	between			their part in	
	Christian an	1		the group	
	Muslim			performance	
	sacred				
	buildings.			Playing	
	Describe an			melody parts	
	make			on tuned	
	connection			instruments	
	between			with	
	examples o religious			accuracy and control and	
	creativity in			developing	
	Muslim			instrumental	
	buildings			technique.	
	Describe				
	why				
	mosques				
	matter to				
	the Muslim				
	community				
	Apply ideas				
	about worship and				
	belief for				
	themselves				
	in a creative				
	activity,				
	using				
1	Christian				
1	scripture.				
	Apply ideas				
	about				
1	generosity				
	from scriptures,				
1	Scriptures, Muslim and				
1	Christian, to				
	the title				
	question.				
	Suggest				
	reasons wh				
	some peopl				
	may be				
	critical of				
	roligious ar				
	religious ar				
	/				
	/ architecture	,			
	/ architecture and why				
	/ architecture and why some would				
	/ architecture and why				



Summer 1st Half Term End Points

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Years 1 and 2 (Cycle A)

Summer 1st half term

				Summer	T Ugu	.emi		
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Year 1 – On	Plants	Year 1:	What Makes	Programming	DT –	Relationship		
The Coast	Year 1-	Swimming	Some Places	Animation	Puppets	s		
The coust	Identify a	&	Sacred?	Annacion	ruppets	3		
	variety of	Locomotion	Christians	Enact a		Year 1:		
Year 2 –			and Muslims			Tell why I		
	plants and	(Jumping)		command.				
Comparison	describe the		(Expressing)			appreciate		
of Urban and	basic			Predict and		someone		
Coastal	structure of	Year 1&2:		explain the		who is		
Locality	flowering	Dance		outcome of a		special to me		
	plants.	(Heroes)		command on		and express		
		&		a device.		how I feel		
	Year 2:	Locomotion				about them.		
	Observe and	(Running		Recognise				
	describe how	and		how to run a		Year 2:		
	seeds and	Jumping)		comman on a		Identify		
	bulbs grow			device.		some of the		
	and describe	Year 2:				things that		
	what plants	Dance		Understand		cause		
	need to grow	(Water)		that a set of		conflict		
	and stay	&		commands is		between me		
	healthy.	Ball Skills		a program for		and my		
	nearriy.	(Year 2,		a computer		friends.		
		Hands 2)		to run on.		menus.		
		Hallus 2)		to run on.		Demonstrate		
				D. Heles		Demonstrate		
				Build a		how to use		
				sequence of		the positive		
				commands in		problem-		
				steps.		solving		
						technique to		
				Combine		resolve		
				commands in		conflicts		
				a program.		with my		
						friends.		
				1		1		



Years 1 and 2 (Cycle B)

Summer 1st half term

					r 1 nait i			
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Where Do	Plants	Year 1:	What Makes	Digital	DT	Relationship	Musical Me	Visitors
We Work?	Year 1-	Locomotion	Some Places	Photography	Food	s		come in to
Focus	Identify a	&	Sacred?	• • •	Technology		Recognising	talk about
Country -	variety of	Swimming	Christians	Know what to	Balanced	Year 1:	timbre	their job
Bangladesh	plants and	Ū	and Muslims	press/tap to	Diets	Tell why I	changes and	
-	describe the	Year 2:	(Expressing)	take a	Diets	appreciate	structural	
	basic	Games for	cont.	picture.		someone	features in	
	structure of	understandi		•	Design a	who is	music they	
	flowering	ng		Know how to	healthy wrap	special to me	listen to.	
	plants.	Ū		hold a device	based on a	and express	Beginning to	
	•			safely and	food	how I feel	use musical	
	Year 2:			responsibly.	combination	about them.	vocabulary	
	Observe and				which works		to describe	
	describe how			Capture a	well	Year 2:	music.	
	seeds and			digital image.	together.	Identify	Identifying	
	bulbs grow					some of the	melodies	
	and describe			Focus/ zoom	Slice food	things that	that move in	
	what plants			in and out.	safely using	cause	steps.	
	need to grow				the bridge or	conflict	Listening to	
	and stay			Review	claw grip.	between me	and	
	healthy.			photographs		and my	repeating a	
				take.	Construct a	friends.	short, simple	
					wrap that		melody by	
				Delete poor	meets a	Demonstrate	ear.	
				quality	design brief.	how to use	Suggesting	
				imaegs.		the positive	improvemen	
				indegs.	Describe the	problem-	ts to their	
				Edit a photo.	taste,	solving	own and	
				Luit a prioto.	texture and	technique to	others' work.	
				Recolour a	smell of fruit	resolve	Selecting and	
				photo.	and	conflicts	creating	
				photo.	vegetables.	with my	longer	
				Crop a photo.		friends.	sequences of	
				crop a prioto.	Taste test	menus.	appropriate	
					food		sounds with	
					combination		voices or	
					s and final		instruments	
					products.		to represent	
							a given idea	
					Describe the		or character.	
					information		Successfully	
					that should		combining	
					be included		and layering	
					on a label.		several	
							instrumental	
					Evaluate		and vocal	
					which grip			
					was most		patterns within a	
					effective.		within a	
							given	
							structure.	
							Creating	
							simple	
							melodies	
							from five or	
							more notes.	
							Choosing	
							appropriate	
							dynamics,	
							tempo and	
							timbre for a	
							piece of	
							music. Using	
							letter name	
		1	1	1	1		and graphic	

			notation to	
			represent	
			the details of	
			their	
			composition.	
			Using their	
			voices	
			expressively	
			when	
			singing,	
			including the	
			use of basic	
			dynamics	
			(loud and	
			quiet).	
			Singing short	
			songs from	
			memory,	
			with melodic	
			and rhythmic	
			accuracy.	
			Copying	
			longer	
			rhythmic	
			patterns on	
			untuned	
			percussion	
			instruments,	
			keeping a	
			steady pulse.	
			Performing	
			expressively	
			using	
			dynamics	
			and timbre	
			to alter	
			sounds as	
			appropriate.	
			Singing back	
			short	
			melodic	
			patterns by	
			ear and	
			playing short	
			melodic	
			patterns	
			from letter	
			notation.	



Years 3 and 4 (Cycle A)

Summer 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Ancient Rome	Sound Identify how	Outdoor: Rounders	What Can We Learn From	Programming – Repetition in Games	Art – Still Life and Landscapes	Relationship s	Samba and Carnival Sounds and	1. To identify 8 numbers in French	British Museum Ancient
	sounds are	Indoor	Religions	(Scratch)		Explain how	Instruments		Egyptians
ontinue to	made,	Tennis	About	Delete het		some of the	Recognising	2. To identify	tour/
develop a	associating		Deciding What Is	Relate what 'repeat'		actions and work of	and discussing	4 body parts	workshop (History)
nronologica	some of		Right And	means.		people	the stylistic	3. To find an	(History)
Ily secure mowledge	them with something		Wrong?			around the	features of different	accent on a	Barnes
and	vibrating.		Christians,	Explain that		world help	genres, styles	word	Literature
nderstandin	viorating.		Jewish and	we can use a		and	and traditions		<mark>Event</mark>
g of world	Recognise		non-	loop		influence my	of music using musical	4. To be able	
history,	that		religious	command in program to		life and can show an	vocabulary.	to identify and use the	
stablishing	vibrations		Describe	repeat		awareness of		sound J/G in	
clear narratives	from sounds travel		what	instructions.		how this	Identifying common	a word	
within and	through a		temptation			could affect	features		
across the	medium to		is and how it	Identify a		my choices.	between		
eriods they	the ear.		can affect	loop within a			different genres, styles		
study.			people's	program.			and traditions		
	Find patterns		behaviour.	Explain the			of music.		
Note	between the		Make links	difference			Recognising,		
onnections, contrasts	pitch of a sound and		between	between			naming and explaining the		
and trends	features of		stories about	indefinite and			effect of the		
over time.	the object		temptation	count-			interrelated		
	that		& examples	controlled			dimensions of music.		
- Develop	produced it.		of people	loops and			indole.		
the			being tempted	when to use them.			Using musical		
ppropriate	Find patterns		now.	them.			vocabulary to discuss the		
use of historical	between the volume of a			Explain the			purpose of a		
terms.	sound and		Describe	importance of			piece of music.		
terms.	the strength		ways in	instruction			Beginning to improvise		
ddress and	of the		which	order in a			musically		
devise	vibrations		followers of Judaism and	loop.			within a given		
historically	that		Christianity	Desktop			<mark>style.</mark>		
valid	produced it.		might use	Publishing			Creating a		
questions.	Recognise		the				piece of music		
Construct	that sounds		Beatitudes				with at least		
informed	get fainter as		and Ten	Show that			four different layers and a		
responses	the distance		Commandm	page			clear structure.		
hat involve	from the		ents to help them decide	orientation					
thoughtful	sound source		right and	can be			Suggesting improvements		
election and rganisation	increases.		wrong.	changed.			to others'		
of relevant				Organise text			work, using		
historical			Explain how	and image			musical vocabulary.		
formation.			Golden Rule	placeholders			Singing and		
			can be found	in a page			playing in time		
Inderstand			in the thinking of	layout.			with peers with accuracy		
how our			many				and awareness		
<pre>cnowledge f the past is</pre>			different	Add text to a			of their part in		
onstructed			groups of	placeholder.			the group performance.		
om a range			people				performatice.		
of sources.			including	Add/remove			Playing		
			Jewish	images to and			syncopated		
Study the			people, suggest ways	from			rhythms with accuracy,		
Roman			Jewish	placeholders.			control and		
Empire.			people might				fluency.		
			follow the						
			rule.						

	Give Move, resize		
exa	amples of and rotate		
ho	w the ten images.		
cor	mmandme		
n	ts might Edit text in a		
sho	ow Jewish placeholder.		
pe	eople how		
	to live. Choose fonts		
Ex	plain that and apply		
C	hristians effects to		
ar	re guided text.		
t	to know		
wh	nat is right Review a		
ar	nd wrong <mark>document.</mark>		
by	words of		
	Jesus,		
inc	luding the		
Be	eatitudes		
5 i i i i i i i i i i i i i i i i i i	and two		
	great		
cor	mmandme		
	nts.		



Years 3 and 4 (Cycle B)

Summer 1st half term

Audent Egypt Administric. Toring humans including includ	Andeet Egypt Animats inc. Tomo Deddedet Tomo What Des Tomo Bearbard Babbae Animats Contextual Babbae Animats Contextual Provide animats, including animats, including that unanas, need the what an anount Under Babbae Animats Contextual Provide Babbae Animats Contextual Provide Babbae Solescope Provide Provide Babbae Solescope Provide Babbae Soles	112.0	6.1.	D	D.5	6		DOULE			T .: (
Anderstein Owderset Wumans Reget What Does Wumans Weisen The Amount It was blee Subdivised Mater It was blee Subdivised Mater It was blee Subdivised Mater It was blee Subdivised Mater It was blee Subdivised Samba and Subdivised i dentify int types and mount of numbe nei the wate they was they ext. Samba and Subdivised Samba and Subdi	Ancient Egypt Animals in Humans networ network with the alternify that alternify the alternify that alternify the alternify the alte	History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	
	control and		Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food- they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and	Tennis Indoor: Health	It Mean To Be A Christian Today? (Living) Describe what Christians do to show their faith. Describe how one hymn or song shows specific Christian beliefs or teaching. Describe what might be hard or a challenge about being a Christians and others help other people. Note similarities & differences between the reasons that religious people and non-religious people give for helping people. Describe an example of a Christian you have studied who helped others by his or her actions. Why did	Database Create a physical and online branching database. Select yes/no questions for sorting. Understand the importance of question types and	Contempora	Explain different points of view on an animal rights issue and express my own opinion and feelings	Carnival Sounds and Instruments Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style. Creating a piece of music discuss the purpose of a piece of music style. Creating a piece of music to others' work, using musical vocabulary, singing and clear structure. Suggesting improvements to others' work, using musical vocabulary. Singing in time with accuracy and awareness of their part in the group performance.	4 rooms in homes 2. To identify 3 prepositions of place 3. To identify 4 French graphemes	National



Years 5 and 6 (Cycle A)

Summer 1st half term

1				••••••					
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips /
South America	Living Things and Their Habitats	Year 5: Swimming & Athletics Year 6: OAA (Orienteerin g and Team- Building Activities) & Striking and Fielding Games (Rounders) Year 6: OAA (Orienteerin g and Team- Building Activities) & Net/Wall Games (Tennis)	What Does It Mean To Be A Muslim in Britain Today? (Living)	Vector Drawings (Year 5) Year 6 tbc	DT – Microbit Temperatur e Noitors	Relationship s Year 5: Explain how to stay safe when using technology to communicat e with my friends Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. Year 6: Recognise when people are trying to gain power or control. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Yr6)		 1. To be able to name 3 places in town 2. To remember the name of 3 prepositions 3. To be aware that: there is no nasal sound if the letter following a vowel+ N/M is a vowel e.g. u-n-e 	Visitors



Years 5 and 6 (Cycle B)

Summer 1st half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips /
									Visitors
Children's	Light	Year 5:	What	3D modelling	DT –	Relationship	Samba and	1. To identify	Imperial War
Lives in		Dance	Difference		Playground	S	Carnival	4 rooms in	Museum (His
WW1 &	Recognise	&	Does It	Create 3D	Architects	· -	Sounds and	homes	tory)
WW2	that light	Health-	Make To	graphical	(Condensed)	Year 5:	Instruments	9 T . 14 . 110	
Constant of the	appears to	related	Believe In	objects on a	D	Explain how	D	2. To identify	
Continue to	travel in	Exercise	Ahimsa	computer	Design a	to stay safe	Recognising	3	Visitor from
develop a	straight		(Harmlessne	screen.	playground	when using	and	prepositions	Local History
chronologica	lines.	V	ss), Grace		featuring a	technology	discussing	of place	Archives
Ily secure	Line the Salar	Year 5&6:	(The	Alter view of	variety of	to	the stylistic	2 To identify	
knowledge	Use the idea	Net/Wall	Generosity	the 3D space.	different	communicat	features of	3. To identify	
and understandin	that light	Games	Of God),		structures.	e with my	different	4 French	Visit Capital
	travels in	Badminton &	And Ummah	Select/duplica	Consider	friends	genres,	graphemes	One Offices
g of British,	straight lines		(Community	te/delete an	Consider	Decognico	styles and	(sounds)	
local and	to explain	Health-)?	object.	effective and	Recognise	traditions of		
world	that objects	related			ineffective	and resist	music using		
history,	are seen	Exercise	Make	Modify an	designs.	pressures to	musical		
establishing	because they		connections	object	pulle -	use	vocabulary.		
clear	give out or	X C	between	(reposition in	Build a range	technology	table and the		
narratives	reflect light	Year 6:	beliefs and	3D; rotate	of play	in ways that	Identifying		
within the	into the eye.	Net/Wall	behaviour in	objects in 3D;	apparatus	may be risky	common		
periods they		Games	different	resize an	structures	or cause	features		
study	Explain that	(Badminton)	religions.	object in 3D;	drawing	harm to	between		
	we see	&	Make	recolour an	upon new	myself or	different		
Note	things	Health-	connections	object; use an	and prior	others.	genres,		
connections,	because light	related	between	object as a	knowledge		styles and		
contrasts	travels from	Exercise	belief in	placeholder).	of structures.	Year 6:	traditions of		
and trends	light sources		ahimsa,			Recognise	music.		
over time	to our eyes		grace and	Recognise	Measure,	when people	Recognising,		
- Construct	or from light		Ummah,	that blank	mark and cut	are trying to	naming and		
informed	sources to		teachings	objects must	wood to	gain power	explaining		
responses	objects and		and sources	be used as	create a	or control.	the effect of		
that involve	then to our		of wisdom in	placeholders	range of		the		
thoughtful	eyes.		the three	to create	structures.	Demonstrate	interrelated		
selection and			religions.	holes.		ways I could	dimensions		
organisation	Use the idea		Describe the		Use a range	stand up for	of music.		
of relevant	that light		impact of	Recognise the	of materials	myself and			
historical	travels in		some of	role of scale	to reinforce	my friends in	Using		
information	straight lines		Gandhi's	in design.	and add	situations	musical		
	to explain		principles		decoration	where	vocabulary		
Understand	why		and show	Select/group/	to	others are	to discuss		
how our	shadows		how his	modify	structures.	trying to gain	the purpose		
knowledge	have the		words can	multiple		power or	of a piece of		
of the past is	same shape		be used to	objects.	Improve a	control.	music.		
constructed	as the		address		design plan	(Yr6)	Beginning to		
from a range	objects that		contemporar		based on		improvise		
of sources	cast them.		y situations		peer		musically		
			 Explain the 		evaluation.		within a		
Study an			connection				given style.		
aspect in			between the		Test and				
British			work of		adapt a		Creating a		
history that			Hindu		design to		piece of		
extends			charities to		improve it as		music with at		
pupils'			the Hindu		it is		least four		
chronologica			concepts of		developed.		different		
l knowledge			sewa				layers and a		
beyond 1066			(service) and		Identify what		clear		
			ahimsa		makes a		structure.		
			(harmlessnes		successful				
			s).		structure.		Suggesting		
			Make				improvemen		
			connections				ts to others'		
			between				work, using		
			beliefs and				musical		
			behaviour in		1				
			benaviour in				vocabulary.		

	Christian	playing in	
		playing in	
	religion.	time with	
	Make	peers with	
	connections	accuracy and	
	between	awareness of	
	belief in the	their part in	
	grace of God	the group	
	teachings	performance	
	and sources		
	of wisdom in		
	the three	Playing	
	religions.	syncopated	
	Outline the	rhythms with	
	challenges of	accuracy,	
	being a	control and	
	Hindu,	fluency.	
	Christian or		
	Muslim in		
	Britain		
	today.		
	Consider		
	similarities		
	and		
	differences		
	between		
	beliefs and		
	behaviour in		
	different		
	faiths.		
	Describe		
	some of the		
	impacts of		
	religious		
	commitment		
	s on life.		
	Debate and		
	give reasons		
	for decisions about a		
	religious		
	issue: what		
	matters		
	most in the		
	worldwide		
	Muslim		
	community?		
	Explain links		
	between the		
	stories of		
	Jesus and		
	the chosen		
	leader using		
	the concepts		
	of grace,		
	generosity		
	and		
	forgiveness.		



<u>Summer 2nd Half Term</u> <u>End Points</u>



Years 1 and 2 (Cycle A)

Summer 2nd half term

**1				Summer A	Liiu Iidii	lenn		
History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Great Sea / Space Explorers	Super Scientists & Innovative Inventors	Year 1: Swimming & Attack and Defence (Games for Understandi ng) Year 1&2: Dance (The Zoo) & Attack and Defence (Games for Understandi ng) Year 2: Locomotion (Running and Jumping) & Attack and Defence (Games for Understandi ng)	How Should We Care For Others and The World, and Why Does It Matter? Christians/M uslims & Jewish) (Living)	Digital Writing (linked to topic)	Art – The Romantics	Changing Me Year 1: Identify the parts of the body that make boys different to girls and can use the correct names for these. Respect my body and understand which parts are private. Year 2: Recognise the physical differences between boys and girls, use the correct names for parts of the body. Appreciate that some parts of my body are private. Say what I like/don't like about being a boy/girl.		Cutty Sark Greenwich



Years 1 and 2 (Cycle B)

Summer 2nd half term

`* * *	•			Summer a				
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Great	Super	Year 1:	Who is	Programming	DT –	Changing	Dynamics,	Trip to a
Changemake	Scientists &	Swimming	Jewish and	Quizzes	Constructing	Me	timbre,	place of
rs in History	Innovative	&	What Do		a windmill		tempo and	worship
	Inventors	Team-	They	Choose a		Year 1:	motifs	
		building	Believe?	series of		Identify the	(Theme:	
		_	(Believing)	words that		parts of the	Space)	
			, 0,	can be		body that	. ,	
		Year 2:	Know how	enacted as a		make boys	Recognising	
		Health &	the mezuzah			different to	timbre	
				sequence.				
		Well-Being	at home			girls and can	changes in	
		&	reminds	Explain what		use the	music they	
		Team-	Jewish	happens		correct	listen to.	
		building	people	when we		names for	Recognising	
			about God	change the		these.	structural	
			(A3).	order of			features in	
				instructions.		Respect my	music they	
			Ask good			body and	listen to.	
			questions	Choose a		understand	Listening to	
			about how	series of		which parts	and	
			Jewish	commands		are private.	recognising	
			artefacts are	that can be		are private.	instrumentat	
			used and	run as a		Year 2:	ion.	
			their	program.		Recognise	Beginning to	
			meaning	T		the physical	use musical	
				Trace a		differences	vocabulary	
			Talk about	sequence to		between	to describe	
			how Shabbat	make a		boys and	music.	
			is a	prediction.		girls, use the	Suggesting	
			special day	Test a		correct	improvemen	
			of the week	prediction by		names for	ts to their	
			for	running the		parts of the	own and	
			Jewish	sequence .		body.	others' work.	
			people				Selecting and	
			PP	Create and		Appreciate	creating	
			Give some	debug a		that some	longer	
			examples of	program that		parts of my	sequences of	
			what	I have		body are	appropriate	
			Jewish	written.				
				written.		private.	sounds with	
			people might	D		Co. hall	voices or	
			do to	Run a		Say what I	instruments	
			celebrate	program on a		like/don't	to represent	
			Shabbat.	device.		like about	a given idea	
						being a	or character.	
			Re-tell a			boy/girl.	Successfully	
			story that				combining	
			shows what				and layering	
			Jewish				several	
			people at				instrumental	
			the festivals				and vocal	
			of				patterns	
			Chanukah				within a	
			might think				given	
			about				structure.	
			God,				Creating	
			suggesting				simple	
			what it				melodies	
			means.				from five or	
							more notes.	
							Choosing	
							appropriate	
							dynamics,	
							tempo and	
							timbre for a	
							piece of	
				l			piece of	

		music. Using	
		letter name	
		and graphic	
		notation to	
		represent	
		the details of	
		their	
		composition.	
		Beginning to	
		suggest improvemen	
		ts to their	
		own work.	
		Using their	
		voices	
		expressively	
		when	
		singing,	
		including the	
		use of basic	
		dynamics	
		(loud and	
		quiet).	
		Performing	
		expressively	
		using	
		dynamics	
		and timbre	
		to alter	
		sounds as	
		appropriate.	

A PRIMAP	Years 3 and 4 (Cycle A)										
***	õ			Sum	mer 2 nd h	alf term					
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips /		
									Visitors		
Roman London	Super Scientists &	Outdoor: Athletics	How do family life	Branching Databases	Art – Abstract	Changing Me	Adapting and	 To identify countries 	Church/Cath edral visit?		
(Geography focus)	Innovative Inventors	Indoor:	and festivals show what		Expressionis m		Transposing Motifs	where French is			
	inventors	Swimming	matters to	Create		Identify	Recognising	spoken	Park		
Develop a chronologica			Jewish people?	questions with yes/no		how boys'	the use and	2. To identify			
lly secure			(Living)	answers.		and girls' bodies	development of motifs in	10 numbers			
knowledge and			Explain two			change on	music. Identifying	<mark>in French</mark>			
understandin			ways the	choose		the inside	gradual	3. To identify			
g of British			story of	questions that will		during the	dynamic and tempo changes	nouns in the			
history.			Exodus shows	divide objects		growing up	within a piece	bilingual dictionary			
Note			Jewish	into evenly sized		process and can tell	of music. Identifying				
connections, contrasts			beliefs about God.	subgroups		you why	common	4. To be aware that			
and trends			G00.			these	features between	only people's			
over time			Say a way	o repeatedly creates		<u>changes</u>	different	names,			
and develop the			the story of Exodus leads	subgroups of		are	genres, styles and traditions	countries, cities, towns			
appropriate			to Jewish	objects		necessary so that	of music. Recognising,	take capital			
use of			people being	Identify on		their	naming and	letters.			
historical terms.			called chosen	Identify an object using a		bodies can	explaining the effect of the				
			people.	branching		make	interrelated				
Address and			Described	database.		babies when they	dimensions of music.				
sometimes devise			Describe two meanings of	Retrieve		grow up	Identifying				
historically			the story of	information			scaled dynamics				
valid			Exodus for Jews today.	from different		Recognise	(crescendo/de				
questions about			Jews today.	levels of the		how I feel	crescendo) within a piece				
change,			Describe	branching		about these	of music. Using musical				
cause, similarity			how two parts of Rosh	database.		changes	vocabulary to				
and			Hashanah			happening	discuss the purpose of a				
difference,			and Yom			to me and	piece of music.				
and significance.			Kippur ceremonies			know how	Composing a coherent piece				
			and actions			to cope with these	of music in a				
Construct			link to			feelings.	given style with voices,				
responses that involve			forgiveness and				bodies and				
thoughtful			repentance.				instruments. Beginning to				
selection and organisation			List at least				improvise musically				
of relevant			four things				within a given				
historical			that Jewish				style. Developing				
information.			people do when				melodies using				
Study the			celebrating				rhythmic variation,				
Roman			Pesach that				transposition,				
Empire and its impact on			show their beliefs at				inversion, and looping. Using				
Britain.			Pesach.				letter name,				
			Charles In				graphic and rhythmic				
			State how two parts of				notation and				
			Pesach				musical vocabulary to				
			celebrations				label and record their				
			link to freedom and				compositions.				
			justice.				Suggesting improvements				
							to others work,				



Ask a	using musical	
question and	vocabulary.	
	Singing and	
a suggest an	playing in time	
answer	with peers	
about why it	with accuracy	
is good or	and awareness	
not good for	of their part in	
Jewish	the group	
people to	performance.	
look to the	Singing longer	
	songs in a	
past and the	variety of	
future at	musical styles	
Pesach.	from memory,	
	with accuracy,	
	control,	
	fluency and a	
	developing	
	sense of	
	expression	
	including	
	control of	
	subtle dynamic	
	changes.	
	Playing melody	
	parts on tuned	
	instruments	
	with accuracy	
	and control	
	and developing	
	instrumental	
	technique.	



Years 3 and 4 (Cycle B)

Summer 2nd half term

	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Mountains	Super	Outdoor:	Why is the	Data Loggers	DT Digital	Changing	Adapting	1. To identify	Roman ruir
	Scientists &	Rounders	Bible so		World	Me	and	4 means of	Temple of
	Innovative		important		Electric		Transposing	transport	Mithras
	Inventors	Outdoor:	for	use a digital	Charms	Identify what	Motifs		(History)
		Athletics	Christians	device to		I am looking	De se en isia e	2. To identify	
			today?	collect data	Problem	forward to	Recognising the use and	2 articles and	
			(Believing)	automatically	solving by	when I am in	development	their gender	
					suggesting	Year 5.	of motifs in		
			Describe	choose how	potential		music.	3. To be	
			what	<mark>often to</mark>	features on a	Reflect on	Identifying	aware that	
			Christians	automatically	Micro:bit	the changes I	gradual	adjectives	
			and/or	collect data		would like to	dynamic and	agree with	
			people from	samples.	Justifying my	make when I	tempo changes within a piece	(match) the	
			other		ideas.	am in Year 5	of music.	noun they	
			religions	Use a set of		and can	Identifying	describe	
			believe	logged data	Develop	describe	common	(fem – masc-	
			makes their	to find	design ideas	how to go	features	<mark>plural)</mark>	
			book sacred	information.	for a	about this.	between		
			or holy.		technology		different	4. To be	
			D	Use a	pouch.		genres, styles and traditions	aware that	
			Describe	computer	Duran and		of music.	adjectives in	
			how the	program to	Draw and		Recognising,	the distingent	
			bible is	sort data by	manipulate		naming and	dictionary	
			divided into	one attribute.	2D shapes,		explaining the	are in the	
			books,		using		effect of the interrelated	masculine form	
			chapters and	Export	computer-		dimensions of	form	
			verses, and	information	aided design,		music.		
			arranged in	in different	to produce a		Identifying		
			two 'Testaments.	formats.	point-of-sale		scaled		
			, restaments.		badge.		dynamics		
					Use a		(crescendo/de		
			Describe		template to		crescendo) within a piece		
			some things		cut and		of music. Using		
			that		assemble the		musical		
			Christians				vocabulary to		
			find helpful		pouch.		discuss the		
			about		Following list		purpose of a		
			reading their		of design		piece of music.		
			Bible?		requirement		Composing a coherent piece		
			Dible:		s.		of music in a		
			Look for		5.		given style		
			similarities &		Select and		with voices,		
			differences		use the		bodies and		
			between		appropriate		instruments.		
			their own		tools and		Beginning to improvise		
			ideas about		equipment		musically		
			God and		for cutting,		within a given		
			some		joining,		style.		
			Christian		shaping and		Developing		
			ideas.		decorating a		melodies using		
					foam pouch.		rhythmic		
			Find out		.com pouch		variation, transposition,		
			more about		Apply		inversion, and		
			the ways		functional		looping. Using		
			Christians		features.		letter name,		
			think of God				graphic and		
			and see the		Analyse and		rhythmic		
			world.		evaluate an		notation and		
					existing		musical vocabulary to		
			Describe the		product.		label and		
			story of		p.04400.		record their		
			Genesis		Identify the		compositions.		
			chapter 1		key features		Suggesting		
			and think		of a pouch.		improvements		
			2.1.9 COURTS	I		× * *	to others work,	l	L

and talk	using musical	
about the	vocabulary.	
	Singing and	
meaning of	playing in time	
temptation.	with peers	
	with accuracy	
Describe	and awareness	
Jesus'	of their part in	
teaching	the group	
about	performance.	
	Singing longer	
forgiveness.	songs in a	
	variety of	
	musical styles	
	from memory,	
	with accuracy,	
	control,	
	fluency and a	
	developing	
	sense of	
	expression	
	including	
	control of	
	subtle dynamic	
	changes.	
	Playing melody	
	parts on tuned	
	instruments	
	with accuracy	
	and control	
	and developing	
	instrumental	
	technique.	



Years 5 and 6 (Cycle A)

Summer 2nd half term

	0.1		D	0	nerz n	DOULE		E.c.	T
History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
The Golden Age of Islam – Baghdad and Cordoba	Super Scientists & Innovative Inventors	Year 5: Swimming & Striking and Fielding Games (Rounders) Year 6: Athletics & Net/Wall Games (Tennis) Year 6: Athletics & Invasion Games (Football)	What Can Be Done To Reduce Racism? What Can We Learn From Religious and Non- Religious Worldviews cont.?	Video Editing	Art – Surrealism Photography Understand the work of photo montage artists. Explore truisims and apply them to create your own truism. Observe abstract- looking images through macro photography Use dd expressive photography to a background in another medium.	Changing Me Year 5: Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Identify what I am looking forward to when I am in Year 6: Describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby.		 To identify 4 types of clothing / weather In French possessive adjectives have to agree with the noun like other adjectives do. To be aware that: there is no nasal sound if there is a vowel+ double NN or MM e.g. g- o-mm-e To be able to read a simple book in French 	-



Years 5 and 6 (Cycle B 2022.23)

Summer 2nd half term

				Juin	mer Z n	an term			
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Natural Disasters (Focus	Super Scientists & Innovative	Year 5: Striking and Fielding	What Difference Does It	Programing – Sensing Movement	Art – Contempora ry Artists	Changing Me	Adapting and Transposing	1. To identify 4 means of transport	Chessington (Yr6)
continent:	Inventors	Games	Make To	Wovement	.,	Year 5:	Motifs	cianopore -	Capital One
Asia)		(Cricket)	Believe In	o identify a		Identify how		2. To identify	office visit
		`&´	Ahimsa,	variable in an		boys' and	Recognising	2 articles and	
		Athletics	Grace And	existing		girls' bodies	the use and	their gender	Greenwich
			Ummah?	program.		change on	development		Book Shop
		Year 5&6:	(Living)	p. 68. a.m.		the inside	of motifs in	3. To be	(Yr6)
		Striking and	Christianity,	Experiment		during the	music.	aware that	
		Fielding	Hinduism,	with the		growing up	Identifying	adjectives	
		Games	Islam.	value of an		process and	gradual	agree with	
		(Cricket)		existing		can tell you	dynamic and	(match) the	
		&	Continued	variable.		why these	tempo	noun they	
		Athletics	from			changes are	changes	describe	
			Summer 1	Choose a		necessary so	within a	(fem – masc-	
		Year 6:		name that		that their bodies can	piece of music.	plural)	
		Striking and		identifies the		make babies	Identifying	4. To be	
		Fielding		role of a		when they	common	aware that	
		Games		variable to		grow up.	features	adjectives in	
		(Cricket)		make it more		Brow up.	between	the	
		&		usable (to		Identify what	different	dictionary	
		Athletics		humans).		I am looking	genres,	are in the	
				Decide where		forward to	styles and	masculine	
				in a program		when I am in	traditions of	form	
				to set a		Year 6.	music.		
				variable.			Recognising,		
						Year 6:	naming and		
				Update a		Describe	explaining		
				variable with		how a baby	the effect of		
				a user input.		develops	the		
						from	interrelated		
				Use an event		conception	dimensions of music.		
				in a program		through the nine months	Identifying		
				to update a		of	scaled		
				variable.		pregnancy,	dynamics		
						and how it is	(crescendo/d		
				Use a variable		born and I	ecrescendo)		
				in a conditional		recognise	within a		
				statement to		how I feel	piece of		
				control the		when I	music. Using		
				flow of a		reflect on	musical		
				program.		the	vocabulary		
						development	to discuss		
						and birth of	the purpose		
						a baby.	of a piece of		
							music.		
							Composing a		
							coherent piece of		
							music in a		
							given style		
							with voices,		
							bodies and		
							instruments.		
							Beginning to		
							improvise		
							musically		
							within a		
							given style.		
							Developing		
							melodies		
							using		

				rhythmic	
				variation,	
				transposition	
				, inversion,	
				and looping.	
				Using letter	
				name,	
				graphic and	
				rhythmic	
				notation and	
				musical	
				vocabulary	
				, to label and	
				record their	
				compositions	
				. Suggesting	
				improvemen	
				ts to others	
				work, using	
				musical	
				vocabulary.	
				Singing and	
				playing in	
				time with	
				peers with	
				accuracy and	
				awareness of	
				their part in	
				the group	
				performance	
				. Singing	
				longer songs	
				in a variety	
				of musical	
				styles from	
				memory,	
				with	
				accuracy,	
				control,	
				fluency and a	
				developing	
				sense of	
				expression	
				including	
				control of	
				subtle	
				dynamic	
				changes.	
				Playing	
				melody parts	
				an turned	
				on tuned	
				instruments	
				with .	
				accuracy and	
				control and	
				developing	
				instrumental	
				technique.	