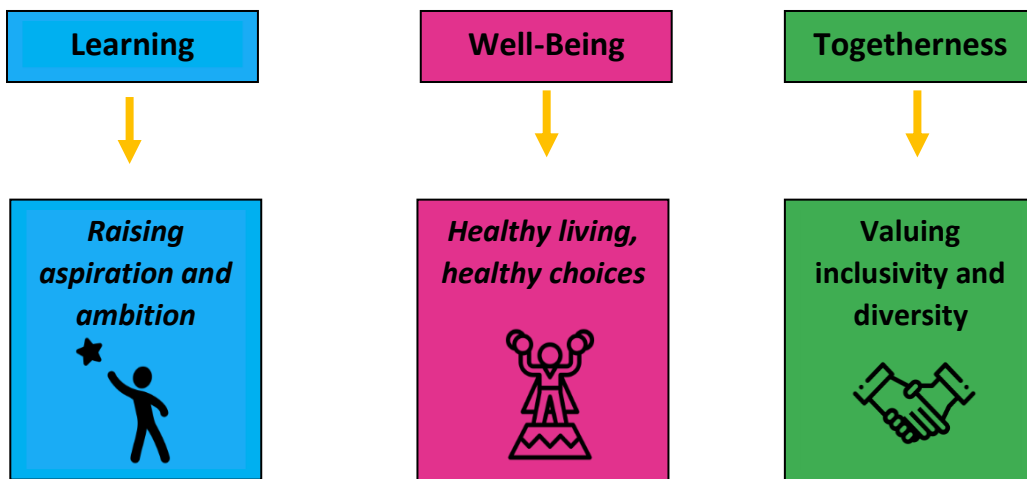




## **2023.24 Wider Curriculum**

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**



Subject-by-subject:

History / Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	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 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?	Cycle B: Where do we work? Focus country - Bangladesh	Cycle B: Changemakers in History
<b>Year 2</b>	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
<b>LKS2 Cycle A</b>	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
<b>LKS2 Cycle B</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
<b>UKS2 Cycle A</b>	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
<b>UKS2 Cycle B</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
<b>Year 1</b>	Everyday Materials <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg6	Seasonal Change Autumn-Winter <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg 8	Animals incl. Humans  Year 1 <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg 3	Seasonal Change Winter-Spring <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg 8	Plants Year 1 <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg1	Super Scientists & Innovative Inventors
<b>Year 2</b>	Use of Everyday Materials <a href="#">Knowledge Matrices Y2.pdf</a> pg 8	Living Things & Habitats <a href="#">Knowledge Matrices Y2.pdf</a> pg 1	and Year 2 <a href="#">Knowledge Matrices Y2.pdf</a> pg 6	Living Things & Habitats <a href="#">Knowledge Matrices Y2.pdf</a>	Year 2 <a href="#">Knowledge Matrices Y2.pdf</a> pg 4	
<b>LKS2</b>	Cycle A: Living Things and their Habitats <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg1	Cycle A: Electricity <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg11	Cycle A: States of Matter <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg5	Cycle A: Animals incl. Humans <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg3	Cycle A: Sound <a href="#">Knowledge Matrices Y4 FV.pdf</a> 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
<b>UKS2</b>	Cycle A: Properties and Changes of Materials <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg5  Cycle B: Electricity	Cycle A: Earth and Space <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg8  Cycle B: Living Things and their Habitats	Cycle A: Forces <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg10  Cycle B: Animals incl. Humans (Yr5 must cover SRE in addition)	Cycle A: Animals incl. Humans (SRE) <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg3  Cycle B: Evolution and Inheritance	Cycle A: Living Things and Their Habitats <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg1  Cycle B: Light	Cycle A: Super Scientists & Innovative Inventors  Cycle B: Super Scientists & Innovative Inventors



Religious Education (R.E.) - SACRE 2022-2027						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1</b>  <b>Cycle A = 2023.24</b>	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: 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)
<b>LKS2</b>  <b>Cycle A =2024.25</b>	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)
	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)



<b>UKS2</b>	<b>Cycle A =</b>	Cycle A: Why do some people believe that God exists? (Believing) Christian And non-religious	Cycle A: What would Jesus do? (Believing)	Cycle A: If God is everywhere why go to place of worship? Christians, Hindus and Jewish (Expressing)	Cycle A: What does it mean to be a Muslim in Britain today? (Living)	Cycle A: What can be done to reduce racism? What can we learn from religious and non-religious worldviews?	Cycle A: What can be done to reduce racism? What can we learn from religious and non-religious worldviews? Cont.
	<b>Cycle B =</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
<b>KS1</b>	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
<b>LKS2</b>	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
<b>UKS2</b>	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



## French - Foreign Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	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)
<b>Year 4</b>	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  <a href="https://www.youtube.com/watch?v=oZvAcJZseOo">https://www.youtube.com/watch?v=oZvAcJZseOo</a>	Transports Fr-speaking p.17 (transp)  dictionary skills  Adj agreement 16  Definite articles Unf. Fr (14) Petite gram (8) (transp.)
<b>Year 5,6</b>	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 Design / Design Technology

		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 <sup>th</sup> 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 <sup>th</sup> Plinth Awards	DT. Playground Architects Structures	Art. Contemporar y Artists: 2D into 3D, drawing and painting



PSHE						
	<b>Autumn 1</b> Being Me in My World	<b>Autumn 2</b> Celebrating Difference	<b>Spring 1</b> Dreams and Goals	<b>Spring 2</b> Healthy Me	<b>Summer 1</b> Relationships	<b>Summer 2</b> Changing Me
<b>EYFS</b>	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
<b>Years 1</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Years 2</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Years 3</b>	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
<b>Years 4</b>	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 consequences Group decision-making Having a voice What motivates behaviour	Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Celebrating contributions Resilience Positive attitudes	Peer pressure Celebrating inner strength	Girlfriends and boyfriends Showing appreciation to people and animals	Environmental change
<b>Years 5</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
<b>Years 6</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology us	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition



Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 (Cycle A)</b>	<b>Under The Sea</b>					
<b>Year 1 (Cycle B)</b>	Orchestral Instruments	Myths and legends	West African call and response song (Theme: Animals)	On this island: British songs and sounds	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)
<b>Year 2 (Cycle A)</b>	Under The Sea					
<b>Year 2 (Cycle B)</b>	Orchestral Instruments	Myths and legends	West African call and response song (Theme: Animals)	On this island: British songs and sounds	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)
<b>Year 3 (2023.24)</b>	Ballads	Traditional Instruments and Improvisations (India)	Developing Singing Technique	Pentatonic Melodies and Composition	Jazz	Creating Compositions in Response To An Animation (Mountains)
<b>Year 4 (2023.24)</b>	Body and Tuned Percussion	Rock and Roll	Changes in Pitch, Tempo and Dynamics	Haiku, Music and Performance	Samba and Carnival Sounds and Instruments	Adapting and Transposing Motifs
<b>Year 5 and 6 (Cycle A)</b>	Composition Notation (Ancient Egypt)					
<b>Year 5 and 6 (Cycle B)</b>	Body and Tuned Percussion	Rock and Roll	Changes in Pitch, Tempo and Dynamics	Haiku, Music and Performance	Samba and Carnival Sounds and Instruments	Adapting and Transposing Motifs



P.E.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Locomotion (Running)	Ball Skills (Hands 1)	Dance (Heroes)	Dance (Growing)	<b>Swimming</b>	<b>Swimming</b>
	Gymnastics (Body Parts)	Gymnastics (Wide, narrow, curled)	Ball Skills (Feet 1)	Ball Skills (Hands 2)	Locomotion (Jumping)	Attack and Defence (Games for understanding)
<b>Year 1&amp;2</b>	Locomotion (Dodging)	Ball Skills (Hands 2 from Year 1)	Dance (Heroes)	Dance (The Zoo)	<b>Swimming</b>	<b>Swimming</b>
	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)
<b>Year 2</b>	Gymnastics (Pathways)	Ball Skills (Year 2, Hands 1)	<b>Swimming</b>	<b>Swimming</b>	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)
<b>Year 3</b>	Gymnastics (Symmetry and asymmetry)	Invasion Games- Netball	Dance (Wild Animals)	Striking and fielding games (Cricket)	Invasion Games (Basketball)	Athletics
	Invasion Games (Netball)	<b>Swimming</b>	Invasion Games (Football)	<b>Swimming</b>	Net/Wall Games (Tennis)	Net/ Wall Games (Badminton)
<b>Year 3&amp;4</b>	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)	<b>Swimming</b>	<b>Swimming</b>	Striking and fielding games (Cricket)	Net/Wall Games (Tennis)	Net/Wall Games (Badminton)



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





# Autumn 1<sup>st</sup> Half Term

## End Points







## Years 1 and 2 (Cycle A) Autumn 1<sup>st</sup> half term

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



	materials can be changed by squashing, bending, twisting and stretching.							
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## Years 1 and 2 (Cycle B) Autumn 1<sup>st</sup> half term

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



	materials can be changed by squashing, bending, twisting and stretching.							
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# Year 3 and 4 (Cycle A)

## Autumn 1<sup>st</sup> half term

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



							<p>within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music and when discussing improvements to own and others' work.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Begin to improvise musically within a given style.</p>		
							<p>1. To say 'Hello' and 'Goodbye'</p> <p>2. To be able to reply to 'What's your name?' and say 'My name is...'</p> <p>3. To be aware that French letters can have accents or special characters</p> <p>4. To know that some alphabet letters sound differently.</p>	<p>Architecture In Schools Project – visit to Canary Wharf &amp; Architect visit</p> <p>Dog Safety workshop (Science/ PSHE)</p> <p>Visiting Speaker for RE (Hinduism / visit a Mandir)</p>	





## Year 3 and 4 (Cycle B)

### Autumn 1<sup>st</sup> half term

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



							<p>piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music and when discussing improvements to own and others' work.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Begin to improvise musically within a given style.</p>		
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# Years 5 and 6 (Cycle A)

## Autumn 1<sup>st</sup> half term

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



	that dissolving, mixing and changes of state are reversible changes.					<p>affect other people locally and globally.</p> <p>Make choices 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.</p> <p>Understand how democracy and having a voice benefits the school community.</p>			
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# Years 5 and 6 (Cycle B)

## Autumn 1<sup>st</sup> half term

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



			<p>between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation.</p> <p>Describe similarities and differences between non-religious and Christian beliefs about the afterlife.</p> <p>Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p>		<p>Evaluate and make suggestions for improvement.</p> <p>Gather images &amp; information about existing children's toys. Analyse a selection of existing children's toys.</p>	<p>affect other people locally and globally.</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>Understand how democracy and having a voice benefits the school community.</p>			
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# Autumn 2<sup>nd</sup> Half Term

## End Points





# Years 1 and 2 (Cycle A)

## Autumn 2<sup>nd</sup> half term

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



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.								
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# Years 1 and 2 (Cycle B)

## Autumn 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
<p><b>Map It!</b> <b>Year 1 – Our School, Our City</b></p> <p>Develop knowledge about our locality.</p> <p>Use locational and directional language.</p> <p>Use ariel photos to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills.</p> <p><b>Year 2 – Our World, Our Country</b></p> <p>Develop knowledge about the world and the United Kingdom</p> <p>Name and locate the seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the 4 countries</p>	<p><b>Seasonal Change Autumn-Winter (Year 1)</b></p> <p><b>Living Things &amp; Habitats (Year 2)</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and</p>	<p><b>Year 1: Ball skills &amp; Swimming</b></p> <p><b>Year 1 &amp; 2: Gymnastics &amp; Swimming</b></p>	<p><b>What Can We Learn From Sacred Books? (Christian/Muslims &amp; Jewish)</b></p> <p>Give reasons why a holy book is considered to be 'holy'.</p> <p>Re-tell The Lost Sheep; suggest the meaning(s) of this story.</p> <p>Re-tell the story of the Exodus.</p> <p>Identify and talk about the meaning of teachings of Jesus, recognising that they come from the Christian tradition.</p> <p>Suggest a meaning for the story of Prophet Muhammad and the Black Stone.</p> <p>Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story.</p> <p>Suggest answers to questions arising from the story of Jonah.</p> <p>Ask and suggest answers to questions arising from The Lost Sheep .</p>	<p><b>Robot Algorithms</b></p> <p>Choose a series of words that can be enacted as a program.</p> <p>Choose a series of commands that can be run as a program.</p> <p>Run a program on a device.</p>	<p><b>DT – Mechanisms Making a Moving Monster</b></p> <p>Create design criteria for a moving monster as a class.</p> <p>Design a moving monster in accordance with a design criteria.</p> <p>Make linkages using card for levers and split pins for pivots.</p> <p>Experiment with linkages adjusting the widths, lengths and thicknesses of card used.</p> <p>Cut and assemble components neatly.</p> <p>Evaluate own designs against design criteria.</p> <p>Use peer feedback to modify a final design.</p>	<p><b>Celebrating Difference</b></p> <p><b>Year 1:</b> Know some ways I am different from my friends.</p> <p>Understand these differences make us all special and unique.</p> <p><b>Year 2:</b> Identify some ways in which my friend is different from me.</p> <p>Describe why I value this difference about him/her.</p>	<p><b>Myths and legends</b></p> <p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Local environment walk (Geography)</p>





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.	name different sources of food		Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments.  Recognise that sacred texts contain 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.					
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# Year 3 and Year 4 (Cycle A)

## Autumn 2nd half term

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



							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 3 and 4 (Cycle B)

### Autumn 2<sup>nd</sup> half term

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



							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.		
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## Years 5 and 6 (Cycle A) Autumn 2<sup>nd</sup> half term

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





## Years 5 and 6 (Cycle B) Autumn 2<sup>nd</sup> half term

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



			<p>what is good and bad.</p> <p>Express my own ideas about big moral concepts, such as fairness or honesty.</p> <p>Compare my ideas about values with the ideas of others we have studied.</p>				<p>including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance .</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>		
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**Spring 1<sup>st</sup> Half Term**

**End Points**





## Years 1 and 2 (Cycle A)

### Spring 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitor
Queen Elizabeth	<p>Animals incl. Humans (Year 1 and Year 2)</p> <p>Identify a variety of animals.</p> <p>Identify common animals that are carnivores, herbivores and omnivores.</p> <p>Describe the structure of animals.</p> <p>Identify the basic parts of the human body (Yr 1)</p> <p>Understand life cycles;</p> <p>Describe the basic needs of animals inc. humans</p> <p>Describe the importance of healthy living for humans (Yr2)</p>	<p>Year 1: Dance (Heroes) &amp; Ball Skills (Feet 1)</p> <p>Year 1&amp;2: Ball Skills (Feet 1, Year 1 plan) &amp; Swimming</p> <p>Year 2: Ball Skills (Feet 1, Year 2 plan) &amp; Swimming</p>	Who Is A Christian And What Do They Believe? (Believing)	Grouping Data (link to Science)	DT Rail Project Primary Engineers	<p>Dreams and Goals</p> <p>Year 1: Tell how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>Know how to store the feelings of success in my internal treasure chest.</p> <p>Year 2: Explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>Express how it felt to be working as part of this group.</p>		Buckingham Palace





## Years 1 and 2 (Cycle B)

### Spring 1<sup>st</sup> half term

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



			<p>the creation story.</p> <p>Share their own creative ideas about what the creation story says about God.</p>				<p>graphic notation to represent the details of their composition.</p> <p>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.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	
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## Year 3 and 4 (Cycle A)

### Spring 1<sup>st</sup> half term

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



							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 1<sup>st</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
<b>Map it! (Europe)</b>  Use globes, atlases and digital maps  Understand that globes, atlases and digital maps give us different information  Name some countries, capital cities, rivers and mountain ranges in Europe  Explain the difference between human and physical geography	<b>Forces and Magnets</b>  Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  Describe magnets as having two poles.  Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<b>Outdoor: Dodgeball</b>  <b>Indoor: Gymnastics</b>	<b>Why do people pray? (Expressing) Christians, Hindus and Muslims</b>  Describe ways Christians pray, including using the Lord's Prayer.  Describe ways Muslims pray, including how they use the First Surah of the Holy Qur'an.  Describe ways Hindus pray and worship, including using the Gayatri Mantra.  Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.  Describe ways in which prayer can comfort and challenge believers.  Describe similarities & differences between how Christians,	<b>Animation</b>  Set-up a device for stop-frame animation.  Capture a series of images.  Use tools to review subject position ('onion skinning').  Move a subject between captures.  Play back a sequence of images to review.  Remove images.  Add sound effects.  Add text for scenes, captions, credits etc.  Playback a film.  Export a film.	<b>DT – Structures Magnet Fishing Games</b>	<b>Dreams and Goals</b>  Know how to make a new plan and set new goals even if I have been disappointed  Know what it means to be resilient and to have a positive attitude	<b>Changes in Pitch, Tempo and Dynamics</b>  Recognising the use and development of motifs in music.  Identifying gradual dynamic and tempo changes within a piece of music.  Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of interrelated dimensions of music.  Identifying scaled dynamics (crescendo/décrescendo) within a piece of music.  Using musical vocabulary to discuss the purpose of a piece of music.  Using musical vocabulary when discussing improvements to their	<b>1. To be able to name 1 activity done during the holiday</b>  <b>2. To be aware that the negative form is made of 2 words NE / N' and PAS which come around the verb like a sandwich NE +verb+ PAS N' +verb+ PAS</b>  <b>3. To be able to identify and use the sound I</b>	Westminster Abbey - Christian Life and Worship tour (RE)



			Muslims and Hindus pray.				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 5 and 6 (Cycle A)

### Spring 1<sup>st</sup> half term

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





## Years 5 and 6 (Cycle B)

### Spring 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>The Kingdom of Benin</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>(Year 5s must cover SRE in addition)</b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b>Animals inc. Humans</b></p> <p>Year 5: Tag Rugby &amp; Gymnastics</p> <p>Year 5&amp;6: Basketball &amp; Dance</p> <p>Year 6: Swimming &amp; Dance</p>	<p><b>Green Religion - How And Why Should Religious Communities Do More To Care For The Earth?</b></p> <p>Make connections between beliefs about the earth and activist behaviour in religions. Describe the teaching of two or more religions about the natural world. Discuss and apply ideas from Islam such as 'khalif' or 'corruption' to green issues. Discuss and apply ideas from Christianity such as stewardship and the Fall of Humanity to green issues. Discuss and apply ideas from Judaism such as 'healing the world' and the new year for trees, Tu B'shevat.</p> <ul style="list-style-type: none"> <li>Discuss and apply Hindu ideas such as the concept of goddess Bhumi, Mother Earth and ahimsa, harmlessness</li> </ul>	<p><b>Year 5 – Dragon's Den project with Sway, Flipgrid, Forms Webpage Creation</b></p> <p>Add text to a web page</p> <p>Set the style of text on a web page</p> <p>Embed media in a web page.</p> <p>Insert hyperlinks to another site.</p> <p>Preview a web page (for different screen size).</p> <p><b>Year 6 – Programming : Physical Computing</b></p> <p>Experiment with a 'repeat until' loop.</p> <p>Use a condition in an 'if...then' statements to produce a given outcome.</p> <p>Show that a condition can switch program flow in one of two ways.</p> <p>Use a condition in an 'if...then...else ...' statement to produce given outcomes</p>	<p><b>Year 5 – Dragon's Den project with Sway, Flipgrid, Forms Webpage Creation</b></p> <p>Add text to a web page</p> <p>Set the style of text on a web page</p> <p>Embed media in a web page.</p> <p>Insert hyperlinks to another site.</p> <p>Preview a web page (for different screen size).</p> <p><b>Year 6 – Programming : Physical Computing</b></p> <p>Experiment with a 'repeat until' loop.</p> <p>Use a condition in an 'if...then' statements to produce a given outcome.</p> <p>Show that a condition can switch program flow in one of two ways.</p> <p>Use a condition in an 'if...then...else ...' statement to produce given outcomes</p>	<p><b>DT Food Technology Come Dine With Me</b></p> <p>Write recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken.</p> <p>Follow a recipe, inc. use of correct quantities of ingredients.</p> <p>Adapt a recipe based on research.</p> <p>Work to a given timescale.</p> <p>Work safely and hygienically with independence.</p> <p>Evaluate recipe, considering: taste, smell, texture and origin of the food group.</p> <p>Taste test and score final products.</p> <p>Suggest and write up points of improvements in productions.</p> <p>Evaluate health and safety in production</p>	<p><b>Dreams and Goals</b></p> <p>Year 5: Describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p> <p>Year 6: Describe some ways in which I can work with other people to help make the world a better place.</p> <p>Identify why I am motivated to do this.</p>	<p><b>Changes in Pitch, Tempo and Dynamics</b></p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/d ecrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their</p>	<p>1. To be able to name 1 activity done during the holiday</p> <p>2. To be aware that the negative form is made of 2 words NE / N' and PAS which come around the verb like a sandwich NE +verb+ PAS N' +verb+ PAS</p> <p>3. To be able to identify and use the sound I</p>	<p>Wallace Collection</p> <p>ELT Baptist Church</p>



			<p>s, to green issues. Understand the challenges facing the planet and responses from different religions. Explain examples of green issues. Link the green issues with views of the planet from within religions.</p> <ul style="list-style-type: none"> <li>• Weigh up responses of religions are making to challenging green</li> </ul> <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'. Recognise that there are different points of view about how we respond to climate change issues. Express ideas about how religious communities can contribute.</p>		to minimise cross contamination.		<p>own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>. 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.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p>		
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**Spring 2<sup>nd</sup> Half Term**

**End Points**





## Years 1 and 2 (Cycle A)

### Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitors
Focus country - China	Seasonal Change Winter-Spring (Year 1 and Year 2) Living Things & Habitats (Year 2)	Year 1: Dance (Growing) & Ball Skills (Hands 2)  Year 1&2: Swimming & Ball Skills (Hands 1 from Year 2 Plans)  Year 2: Swimming & Dance (Explorers)	Who Is A Muslim And What Do They Believe? (Believing)	Animated Stories	DT – Moving Story Books	<p><b>Healthy Me</b></p> <p><b>Year 1</b> Say why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>Recognise how being healthy helps me to feel happy.</p> <p><b>Year 2:</b> Make some healthy snacks and explain why they are good for my body.</p> <p>Express how it feels to share healthy food with my friends,</p>		





## Years 1 and 2 (Cycle B)

### Spring 2<sup>nd</sup> half term

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



			<p>important events.</p> <p>Give reasons why some people use music in celebrations.</p> <p>Describe the link between Easter artefacts and the story and celebration of Easter events.</p> <p>Describe the link between a selection of Pesach symbol.</p>				<p>and rhythmic accuracy.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	
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## Year 3 and 4 (Cycle A)

### Spring 2<sup>nd</sup> half term

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





			<p>Consider questions about the importance and significance to Christians of different forms of baptism.</p> <p>Suggest reasons why Christians baptise at birth and others have believer's baptism.</p> <p>Suggest reasons why ceremonies are significant to Jewish people.</p>			<p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>		
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## Years 3 and 4 (Cycle B)

### Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Rivers	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Outdoor: Swimming</p> <p>Indoor: Dance</p>	<p>Why are festivals important to religious communities?</p> <p>Christians, Muslims and Jewish (Expressing)</p> <p>Make links between beliefs about Jesus and the celebration of Easter.</p> <p>Make links between symbols used by churches and Christians in holy week and the celebration of Easter.</p> <p>Make links between the symbols on a seder plate and their meaning.</p> <p>Make links between the story of Lakshmi and practices at Divali.</p> <p>Suggest what matters most to believers at Easter/Id ul Fitr/Divali/ Pesach.</p> <p>Identify similarities &amp; differences between the way two Christian denominations celebrate Easter.</p> <p>Identify similarities &amp; differences</p>	<p>Programming – Events and Actions</p> <p>Explain that a program has a start.</p> <p>explain what a sequence is.</p> <p>Recognise that sequences can have an order.</p> <p>Order commands in a program.</p> <p>Explain that the order of commands can affect the outcome.</p> <p>Create a sequence of commands to produce a given outcome.</p>	<p>Art - Impressionism</p>	<p>Healthy Me</p> <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Haiku, Music and Performance</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name,</p>	<p>1. To identify 4 school subjects</p> <p>2. To identify 4 opinions (likes and dislikes)</p> <p>3. To be able to identify and use the sound €</p> <p>4. To be able to say the time to the hour up to 12 o'clock</p>	<p>HSBC Future Coders workshop</p> <p>Visit of London Buddhist Centre</p>



			<p>between the celebration of two festivals. Identify some of the celebrations that form a part of my own life</p> <p>Make links between things that are important in our community and celebrations that are held / could be held.</p>				<p>graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>		
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## Years 5 and 6 (Cycle A)

### Spring 2<sup>nd</sup> half term

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





## Years 5 and 6 (Cycle B)

### Spring 2<sup>nd</sup> half term

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



			<p>religious buildings and charities. Notice, list and explain similarities and differences between different sacred buildings. Notice, list and explain similarities &amp; differences between Christian and Muslim sacred buildings. Describe and make connections between examples of religious creativity in Muslim buildings Describe why mosques matter to the Muslim community. Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture. Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</p>			<p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>		
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# Summer 1<sup>st</sup> Half Term

## End Points





## Years 1 and 2 (Cycle A)

### Summer 1<sup>st</sup> half term

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







## Years 1 and 2 (Cycle B)

### Summer 1<sup>st</sup> half term

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



							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.	
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## Years 3 and 4 (Cycle A)

### Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
<b>Ancient Rome</b>  Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.  Note connections, contrasts and trends over time.  - Develop the appropriate use of historical terms.  Address and devise historically valid questions.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources.  Study the Roman Empire.	<b>Sound</b>  Identify how sounds are made, associating some of them with something vibrating.  Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases.	<b>Outdoor: Rounders</b>  <b>Indoor Tennis</b>	<b>What Can We Learn From Religions About Deciding What Is Right And Wrong? Christians, Jewish and non-religious</b>  Describe what temptation is and how it can affect people's behaviour.  Make links between stories about temptation & examples of people being tempted now.  Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.  Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule.	<b>Programming – Repetition in Games (Scratch)</b>  Relate what 'repeat' means.  Explain that we can use a loop command in program to repeat instructions.  Identify a loop within a program.  Explain the difference between indefinite and count-controlled loops and when to use them.  Explain the importance of instruction order in a loop.  <b>Desktop Publishing</b>  Show that page orientation can be changed.  Organise text and image placeholders in a page layout.  Add text to a placeholder.  Add/remove images to and from placeholders.	<b>Art – Still Life and Landscapes</b>	<b>Relationships</b>  Explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.	<b>Samba and Carnival Sounds and Instruments</b>  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 with at least four different layers and a clear structure.  Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance.  Playing syncopated rhythms with accuracy, control and fluency.	<b>1. To identify 8 numbers in French</b>  <b>2. To identify 4 body parts</b>  <b>3. To find an accent on a word</b>  <b>4. To be able to identify and use the sound J/G in a word</b>	British Museum - Ancient Egyptians tour/workshop (History)  Barnes Literature Event



			<p>Give examples of how the ten commandments might show Jewish people how to live.</p> <p>Explain that Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments.</p>	<p>Move, resize and rotate images.</p> <p>Edit text in a placeholder.</p> <p>Choose fonts and apply effects to text.</p> <p>Review a document.</p>					
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## Years 3 and 4 (Cycle B)

### Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<b>Ancient Egypt</b>  <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<b>Animals inc. Humans</b>  <p>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.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<b>Outdoor: Tennis</b> <b>Indoor: Health &amp; Well-being</b>	<b>What Does It Mean To Be A Christian Today? (Living)</b>  <p>Describe what Christians do to show their faith.</p> <p>Describe how one hymn or song shows specific Christian beliefs or teaching.</p> <p>Describe what might be hard or a challenge about being a Christian.</p> <p>Give reasons why Christians and others help other people.</p> <p>Note similarities &amp; differences between the reasons that religious people and non-religious people give for helping people.</p> <p>Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?</p>	<b>Branching Database</b>  <p>Create a physical and online branching database.</p> <p>Select yes/no questions for sorting.</p> <p>Understand the importance of question types and order.</p>	<b>Art-Contemporary Artists</b>	<b>Relationships</b>  <p>Explain different points of view on an animal rights issue and express my own opinion and feelings on this.</p>	<b>Samba and Carnival Sounds and Instruments</b>  <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy, and awareness of their part in the group performance.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<b>1. To identify 4 rooms in homes</b>  <b>2. To identify 3 prepositions of place</b>  <b>3. To identify 4 French graphemes (sounds)</b>	<b>National Gallery</b>





## Years 5 and 6 (Cycle A)

### Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
South America	Living Things and Their Habitats	<p>Year 5: Swimming &amp; Athletics</p> <p>Year 6: OAA (Orienteering and Team-Building Activities) &amp; Striking and Fielding Games (Rounders)</p> <p>Year 6: OAA (Orienteering and Team-Building Activities) &amp; Net/Wall Games (Tennis)</p>	What Does It Mean To Be A Muslim in Britain Today? (Living)	<p>Vector Drawings (Year 5)</p> <p>Year 6 tbc</p>	DT – Microbit Temperature Noitors	<p>Relationships</p> <p>Year 5: Explain how to stay safe when using technology to communicate with my friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p>Year 6: Recognise when people are trying to gain power or control.</p> <p>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Yr6)</p>		<p>1. To be able to name 3 places in town</p> <p>2. To remember the name of 3 prepositions</p> <p>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</p>	





## Years 5 and 6 (Cycle B)

### Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
<p><b>Children's Lives in WW1 &amp; WW2</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within the periods they study</p> <p>Note connections, contrasts and trends over time - Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Study an aspect in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Year 5: Dance &amp; Health-related Exercise</b></p> <p><b>Year 5&amp;6: Net/Wall Games Badminton &amp; Health-related Exercise</b></p> <p><b>Year 6: Net/Wall Games (Badminton) &amp; Health-related Exercise</b></p>	<p><b>What Difference Does It Make To Believe In Ahimsa (Harmlessness), Grace (The Generosity Of God), And Ummah (Community)?</b></p> <p>Make connections between beliefs and behaviour in different religions. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations</p> <ul style="list-style-type: none"> <li>Explain the connection between the work of Hindu charities to the Hindu concepts of sewa (service) and ahimsa (harmlessness).</li> </ul> <p>Make connections between beliefs and behaviour in</p>	<p><b>3D modelling</b></p> <p>Create 3D graphical objects on a computer screen.</p> <p>Alter view of the 3D space.</p> <p>Select/duplicate/delete an object.</p> <p>Modify an object (reposition in 3D; rotate objects in 3D; resize an object in 3D; recolour an object; use an object as a placeholder).</p> <p>Recognise that blank objects must be used as placeholders to create holes.</p> <p>Recognise the role of scale in design.</p> <p>Select/group/modify multiple objects.</p>	<p><b>DT – Playground Architects (Condensed)</b></p> <p>Design a playground featuring a variety of different structures.</p> <p>Consider effective and ineffective designs.</p> <p>Build a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>Measure, mark and cut wood to create a range of structures.</p> <p>Use a range of materials to reinforce and add decoration to structures.</p> <p>Improve a design plan based on peer evaluation.</p> <p>Test and adapt a design to improve it as it is developed.</p> <p>Identify what makes a successful structure.</p>	<p><b>Relationships</b></p> <p><b>Year 5:</b></p> <p>Explain how to stay safe when using technology to communicate with my friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p><b>Year 6:</b></p> <p>Recognise when people are trying to gain power or control.</p> <p>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Yr6)</p>	<p><b>Samba and Carnival Sounds and Instruments</b></p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Beginning to improvise musically within a given style.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Suggesting improvements to others' work, using musical vocabulary. Singing and</p>	<p><b>1.</b> To identify 4 rooms in homes</p> <p><b>2.</b> To identify 3 prepositions of place</p> <p><b>3.</b> To identify 4 French graphemes (sounds)</p>	<p>Imperial War Museum (History)</p> <p>Visitor from Local History Archives</p> <p>Visit Capital One Offices</p>



			<p>Christian religion. Make connections between belief in the grace of God teachings and sources of wisdom in the three religions. Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Consider similarities and differences between beliefs and behaviour in different faiths. Describe some of the impacts of religious commitments 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.</p>			<p>playing in time with peers with accuracy and awareness of their part in the group performance .</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>		
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# Summer 2<sup>nd</sup> Half Term

## End Points





## Years 1 and 2 (Cycle A)

### Summer 2nd half term

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





## Years 1 and 2 (Cycle B)

### Summer 2nd half term

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



							music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements 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.	
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# Years 3 and 4 (Cycle A)

## Summer 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>Roman London (Geography focus)</b></p> <p>Develop a chronologically secure knowledge and understanding of British history.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Study the Roman Empire and its impact on Britain.</p>	<p><b>Super Scientists &amp; Innovative Inventors</b></p>	<p><b>Outdoor: Athletics</b></p> <p><b>Indoor: Swimming</b></p>	<p><b>How do family life and festivals show what matters to Jewish people? (Living)</b></p> <p>Explain two ways the story of Exodus shows Jewish beliefs about God.</p> <p>Say a way the story of Exodus leads to Jewish people being called chosen people.</p> <p>Describe two meanings of the story of Exodus for Jews today.</p> <p>Describe how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance.</p> <p>List at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach.</p> <p>State how two parts of Pesach celebrations link to freedom and justice.</p>	<p><b>Branching Databases</b></p> <p>Create questions with yes/no answers.</p> <p>Choose questions that will divide objects into evenly sized subgroups.</p> <p>Repeatedly create subgroups of objects.</p> <p>Identify an object using a branching database.</p> <p>Retrieve information from different levels of the branching database.</p>	<p><b>Art – Abstract Expressionism</b></p>	<p><b>Changing Me</b></p> <p>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.</p> <p>Recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>	<p><b>Adapting and Transposing Motifs</b></p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/deceleration) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>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.</p> <p>Suggesting improvements to others work.</p>	<p><b>1. To identify 2 countries where French is spoken</b></p> <p><b>2. To identify 10 numbers in French</b></p> <p><b>3. To identify nouns in the bilingual dictionary</b></p> <p><b>4. To be aware that only people's names, countries, cities, towns take capital letters.</b></p>	<p><b>Church/Cathedral visit?</b></p> <p><b>Park</b></p>



			Ask a question and a suggest an answer about why it is good or not good for Jewish people to look to the past and the future at Pesach.				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 on tuned instruments with accuracy and control and developing instrumental technique.		
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## Years 3 and 4 (Cycle B)

### Summer 2<sup>nd</sup> half term

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



			<p>and talk about the meaning of temptation.</p> <p>Describe Jesus' teaching about forgiveness.</p>			<p>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 on tuned instruments with accuracy and control and developing instrumental technique.</p>		
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## Years 5 and 6 (Cycle A)

### Summer 2<sup>nd</sup> half term

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	<p>Year 5: Swimming &amp; Striking and Fielding Games (Rounders)</p> <p>Year 6: Athletics &amp; Net/Wall Games (Tennis)</p> <p>Year 6: Athletics &amp; Invasion Games (Football)</p>	What Can Be Done To Reduce Racism? What Can We Learn From Religious and Non-Religious Worldviews cont.?	Video Editing	<p>Art – Surrealism Photography</p> <p>Understand the work of photo montage artists.</p> <p>Explore truisms and apply them to create your own truism.</p> <p>Observe abstract-looking images through macro photography .</p> <p>Use dd expressive photography to a background in another medium.</p>	<p>Changing Me</p> <p>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.</p> <p>Identify what I am looking forward to when I am in Year 6.</p> <p>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.</p>		<p>1. To identify 4 types of clothing / weather</p> <p>2. In French possessive adjectives have to agree with the noun like other adjectives do.</p> <p>3. To be aware that: there is no nasal sound if there is a vowel+ double NN or MM e.g. g-o-mm-e</p> <p>4. To be able to read a simple book in French</p>	<p>Chessington (Yr6)</p> <p>Greenwich Book Shop (Yr6)</p>





## Years 5 and 6 (Cycle B 2022.23)

### Summer 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Natural Disasters (Focus continent: Asia)	Super Scientists & Innovative Inventors	<p>Year 5: Striking and Fielding Games (Cricket) &amp; Athletics</p> <p>Year 5&amp;6: Striking and Fielding Games (Cricket) &amp; Athletics</p> <p>Year 6: Striking and Fielding Games (Cricket) &amp; Athletics</p>	<p>What Difference Does It Make To Believe In Ahimsa, Grace And Ummah? (Living) Christianity, Hinduism, Islam.</p> <p>Continued from Summer 1</p>	<p>Programing – Sensing Movement</p> <p>o identify a variable in an existing program.</p> <p>Experiment with the value of an existing variable.</p> <p>Choose a name that identifies the role of a variable to make it more usable (to humans).</p> <p>Decide where in a program to set a variable.</p> <p>Update a variable with a user input.</p> <p>Use an event in a program to update a variable.</p> <p>Use a variable in a conditional statement to control the flow of a program.</p>	Art – Contemporary Artists	<p>Changing Me</p> <p>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.</p> <p>Identify what I am looking forward to when I am in Year 6.</p> <p>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.</p>	<p>Adapting and Transposing Motifs</p> <p>Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose 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</p>	<p>1. To identify 4 means of transport</p> <p>2. To identify 2 articles and their gender</p> <p>3. To be aware that adjectives agree with (match) the noun they describe (fem – masculine plural)</p> <p>4. To be aware that adjectives in the dictionary are in the masculine form</p>	<p>Chessington (Yr6)</p> <p>Capital One office visit</p> <p>Greenwich Book Shop (Yr6)</p>



							<p>rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions . Suggesting improvements 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 on tuned instruments with accuracy and control and developing instrumental technique.</p>		
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