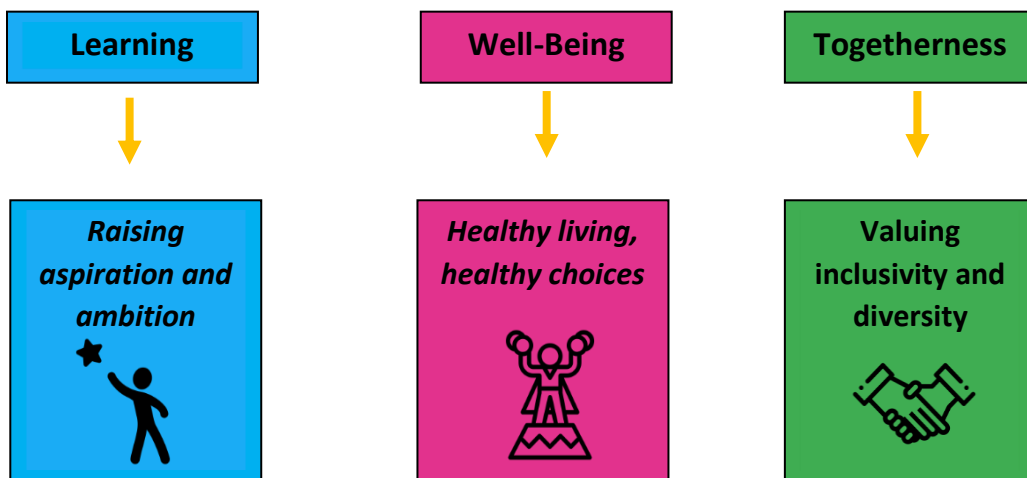




2026.27 Wider Curriculum

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 to a high level.
- 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).

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

In the academic year 2026.27, the class arrangements are:

- 1 x Year 1 class;
- 2 x Year 2 classes;
- 1 x Year 3 class;
- 1 x Year 4 class;
- 1 x mixed Year 4 & 5 class;
- 2 x mixed Year 5 & 6 classes.

Academic Year:

2021.22 = Cycle A

2022.23 = Cycle B

2023.24 = Cycle A

2024.25 = Cycle B

2025.26 = KS2 Cycle C for Humanities, Computing, RE, Art/DT; Cycle A for everything else

2026.27 = Cycle B



Subject-by-subject:

Humanities									
	Autumn 1 Geography	Togetherness	Autumn 2 History	Spring 1 Geography	Togetherness	Spring 2 History	Summer 1 Geography	Togetherness	Summer 2 History
Year 1 Cycle A	Cycle A: Map It! Our School and Our City	My Name Sounds Special	Cycle A: Living in the Past	Cycle A: Focus country – China	Looking Closely at Me	Cycle A: Hospitals and Healthcare	Cycle A: At The Seaside	Is It Fair to Judge?	Cycle A: Great Sea/Space Explorers
Year 1 Cycle B	Cycle B: Map It! Our School and Our City		Cycle B: Living in the Past	Cycle B: Where do we live?		Cycle B: Kings, Queens and Castles	Cycle B: Where do we work? Focus country - Bangladesh		Cycle B: Changemakers in History
Year 2 Cycle A	Cycle A: Our World, Our Country	The Story of My Name	Cycle A: Great Fire of London	Cycle A: Focus Country – China	Families Come in Many Colours	Cycle A: Hospitals and Healthcare	Cycle A: At The Seaside	Breaking Assumptions	Cycle A: Great Sea/Space Explorers
Year 2 Cycle B	Cycle B: Our World, Our Country		Cycle B: Great Fire of London	Cycle B: Where do we live?		Cycle B: Kings, Queens and Castles	Cycle B: Where do we work? Focus country - Bangladesh		Cycle B: Changemakers in History
LKS2 Cycle A	Cycle A: Map It! Europe	Topaz and Jet My Name in Art	Cycle A: Stone Age to Iron Age	Cycle A: Rivers	Topaz and Jet Colours Around the World	Cycle A: Indus Valley	Cycle A: Mountains	Topaz and Jet Challenging Stereotypes	Cycle A: Ancient Egypt
Sapphire, Jet & Ruby Cycle B 2026.27	Cycle B: Map It! (Around the World)		Cycle B: Athens and Sparta	Cycle B: Volcanoes		Cycle B: Ancient Greek Art and Culture	Cycle B: Ancient Rome		Cycle B: Roman London
Middle Floor Cycle C 2025.26	<i>Cycle C: My Region and the South Aegean, Greece</i>	<i>Ruby Name Poem</i>	<i>Cycle C: Shang Dynasty</i>	<i>Cycle C: Bee Conservation</i>	<i>Ruby The Skin Tone Spectrum</i>	<i>Cycle C: Ancient Egypt</i>	<i>Cycle C: Weather and Climate Fieldwork</i>	<i>Ruby Are Stereotypes True?</i>	<i>Cycle C: Tudors</i>
UKS2 Cycle A	Cycle A: Map It! The Americas	Names Around the World	Cycle A: The Kingdom of Benin	Cycle A: Our Changing World (Focus continent: Africa)	Turquoise The Science of Our Shades	Cycle A: Local Study - Victorians in London	Cycle A: Natural Disasters (Focus continent: Asia)	Turquoise Where Do Stereotypes Come From?	Cycle A: Children's Lives in WW1 and WW2
UKS2 Cycle B Opal and Amber	Cycle B: Map It! The UK - Counties		Cycle B: Local Study - Victorians in London	Cycle B: Enough for Everyone		Cycle B: The Anglo Saxons	Cycle B: How Do Humans Use the Amazon Forest? (Focus continent: South America)		Cycle B: The Vikings
Top Floor Cycle C 2025.26	Cycle C: My Region and the North Region of Brazil	The Power of a Name	Cycle C: Titanic	Cycle C: Sustainability	Y6 More Than a Label	Cycle C: Maya Civilisation	Cycle C: The Economic Activity of the UK	Challenging Stereotypes and Taking Action	Cycle C: Crime and Punishment



Science						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Everyday Materials Knowledge Matrices Y1 FV.pdf pg6	Seasonal Change Autumn-Winter Knowledge Matrices Y1 FV.pdf pg 8	Animals incl. Humans Year 1 Knowledge Matrices Y1 FV.pdf pg 3	Seasonal Change Winter-Spring Knowledge Matrices Y1 FV.pdf pg 8	Plants Year 1 Knowledge Matrices Y1 FV.pdf pg1	Super Scientists & Innovative Inventors
Year 2	Use of Everyday Materials Knowledge Matrices Y2.pdf pg 8	Living Things & Habitats Knowledge Matrices Y2.pdf pg 1	and Year 2 Knowledge Matrices Y2.pdf pg 6	Living Things & Habitats Knowledge Matrices Y2.pdf	Year 2 Knowledge Matrices Y2.pdf pg 4	
Sapphire, Jet & Ruby Year 4s LKS2 2026.27	Cycle A: Living Things and their Habitats Knowledge Matrices Y4 FV.pdf pg1	Cycle A: Electricity Knowledge Matrices Y4 FV.pdf pg11	Cycle A: States of Matter Knowledge Matrices Y4 FV.pdf pg5	Cycle A: Animals incl. Humans Knowledge Matrices Y4 FV.pdf pg3	Cycle A: Sound Knowledge Matrices Y4 FV.pdf 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
Amber, Opal & Ruby Year 5s UKS2 2026.27	Cycle A: Earth and Space Knowledge Matrices Y5 FV.pdf pg8	Cycle A: Properties and Changes of Materials Knowledge Matrices Y5 FV.pdf pg5	Cycle A: Forces Knowledge Matrices Y5 FV.pdf pg10	Cycle A: Animals inc. Humans (SRE) Knowledge Matrices Y5 FV.pdf pg3	Cycle A: Living Things and Their Habitats Knowledge Matrices Y5 FV.pdf pg1	Cycle A: Super Scientists & Innovative Inventors
	Cycle B: Electricity	Cycle B: Living Things and their Habitats	Cycle B: Animals inc. Humans (Yr5 must cover SRE in addition)	Cycle B: Evolution and Inheritance	Cycle B: Light	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
<u>KS1</u> Cycle A 2023.24 and 2025.26	Cycle A: What does it mean to belong to a faith community? (Living)	Cycle A: What can we learn from Sacred Books? (Christian, Muslim and Jewish)	Cycle A: Why do people have special rituals?	Cycle A: How and why do we celebrate special and sacred times? (To be timed according to Christian/Jewish (Expressing)	Cycle A: What makes some places sacred? Christians and Muslims (Expressing)	Cycle A: How should we care for others and the world, and why does it matter? (Living) Christian/Muslims & Jewish) (Living)
Cycle B 2024.25 And 2026.27	Cycle B: What makes some places sacred? Christians and Muslims (Expressing)	Cycle B: Who is a Christian and What do they believe? (Believing)	Cycle B: What can we learn from sacred books? (Christian/Muslims & Jewish)	Cycle B: How and why do we celebrate special and sacred times? (To be timed according to Muslim) (Expressing)	Cycle B: How should we care for others and the world, and why does it matter? (Living) Christian/Muslims & Jewish) (Living)	Cycle B: Who is Jewish and what do they believe? (Believing)
Cycle C 2025.26	<i>Friendship</i>	<i>Gifts and giving</i>	<i>Gifts and giving</i>	<i>Easter and surprises</i>	<i>Place of worship</i>	<i>Caring for others</i>
<u>LKS2</u> Cycle A 2024.25	Cycle A: What does it mean to be Hindu in Britain today? (Living)	Cycle A: Cont. 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)
<u>Sapphire, Jet & Ruby</u> LKS2 Cycle B 2026.27	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	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)
Middle Floor Cycle C 2025.26	<i>Cycle C: School rules and routines</i>	<i>Cycle C: Signs and Symbols</i>	<i>Cycle C: Religious Scriptures 2025.26</i> Why are sacred texts important to people of different religions?	<i>Cycle C: Leaders, teachers and followers</i>	<i>Cycle C: Food and fasting</i>	<i>Cycle C: Faith Today</i>



UKS2 Cycle A 2025.26 2027.28	Cycle A: Why do some people believe that God exists? (Believing) Christian And non-religious	Cycle A: What would Jesus do? (Believing)	Cycle A: What does it mean to be a Muslim in Britain today? (Living)	Cycle A: If God is everywhere why go to place of worship? Christians, Hindus and Jewish (Expressing)	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.
UKS2 Cycle B 2026.27	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.
Top Floor Cycle C 2025.26	Cycle C: Worship	Cycle C: What matters most?	Cycle C: How do different religions explain the creation of the world?	Cycle C: Forgiveness	Cycle C: Commitment	Cycle C: SATS



Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A 2025.26	Cycle A: Introduction to Chromebooks	Cycle A:	Cycle A: Digital Writing	Cycle A:	Cycle A: Digital Painting	Cycle A:
KS1 Cycle B	Cycle B: Introduction to Chromebooks	Cycle B:	Cycle B: Moving Robots	Cycle B:	Cycle B: Digital Music	Cycle B:
LKS2 Cycle A	Cycle A: Programming - Sequencing Sounds	Cycle A:	Cycle A: Animation	Cycle A:	Cycle A: Programming - Events and Actions	Cycle A:
LKS2 Cycle B	Cycle B: Programming – Repetition in Shapes	Cycle B:	Cycle B:	Cycle B:	Cycle B: Desktop Publishing	Cycle B: Repetition in Games
Middle Floor Cycle C 2025.26	Cycle C: Online Safety	Cycle C: Online Safety And Word Processing	Cycle C: Presentation Skills inc. video (Years 3 and 4) Dragon's Den project with Multimodal presentation (Year 5)	Cycle C: Presentation skills cont. (Years 3 and 4) Dragon's Den project with Multimodal presentation (Year 5)	Cycle C: Programming	Cycle C: Introduction to Databases
UKS2 Cycle A	Cycle A: Webpage Creation	Cycle A:	Cycle A: Dragon's Den project with Multimodal presentation (Year 5)	Cycle A: Dragon's Den project with Multimodal presentation (Year 5)	Cycle A: Programming – Physical Computing (Crumble)	Cycle A:
Opal, Amber and Ruby UKS2 Cycle B	Cycle B: Variables in Games	Cycle B:	Cycle B: Dragon's Den project with Multimodal presentation (Year 5) (Year 6 SATs prep)	Cycle B: Dragon's Den project with Multimodal presentation (Year 5) (Year 6 SATs prep)	Cycle B: Programming - Sensing Movement (Microbits) (Year 5 & 6) or Programming – Variables in Games (Year 5 & 6)	Cycle B:
Top Floor Cycle C 2025.26	Cycle C: Online Safety	Cycle C: Online Safety And Webpage Creation	Cycle C: Dragon's Den project with Multimodal presentation (Year 5) Programming - Sensing Movement (Microbits) (Year 6)	Cycle C: Dragon's Den project with Multimodal presentation (Year 5) Kodu Programming (Year 6)	Cycle C: Years 5 and 6: Programming - Physical Computing (Crumble Controllers) Year 6: Assessment Summer 1	



Spanish - Foreign Language

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3-6	-	Spain and Spanish culture Greetings and name Numbers 0-20 and age Colours Numbers 20-50 Christmas Decorations Christmas Cards Christmas in Spain	The Date and Birthdays My Family Pets Sports and Hobbies School Subjects The Weather	A Review of Dates and Birthdays Classroom Instructions Spanish Alphabet Easter	At the Farm The Very Hungry Caterpillar	Review



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. Moving Story Books: Paper Mechanisms	DT. Rail Project Primary Engineers Structures+ Mechanisms	DT. Puppets Textiles	Art. The Romantics: painting landscapes
	Cycle B	Art. Expressionism: colour, texture, pattern	DT. Moving monsters Paper Mechanisms: Or Simple stitches Textiles: Simple stitches	Art. Pop Art: Collage and mixed media	Art. Contemporary artists: Painting and sculpting the human form	DT. a balanced diet Cooking and Nutrition	DT. Constructing a windmill Structures
LKS2 Sapphire, Jet & Ruby	Cycle A	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
	Cycle B	D.T. Fastened book covers Textiles	D.T. Torches Electrical systems	D.T. Pneumatic toy monsters Mechanical Systems	Art. Early Islamic Empire: Pattern and Print (RC)	Art. Still Life and Landscapes: drawing skills	Art. Abstract Expressionism: Found object Sculpture
	Cycle C	Art. Land art (+printing with plants etc)	D.T. Food tech, adapting biscuit recipe (Christmas biscuits)	D.T. Wearable technology (darkness and safety)	D.T. Structures Castles	Art. Cubism portraits	Art. Memory Sculpture unit
UKS2 Opal and Ruby	Cycle A	DT. Pop up nursery rhymes Mechanisms	Art. Arts & Crafts: printmaking	DT. Stuffed toys Textiles	Art. Post-Modernism: Activism & 4 th Plinth Awards	DT. Playground Architects Structures	Art. Surrealism: photography
	Cycle B	DT. Steady Hand games Electrical systems	Art. Modernism: Sculpture for peace	DT. Meal and recipe planning Cooking and Nutrition	Art. Street Art: Drawing skills, Collage, and mixed media & 4 th Plinth Awards	DT. Microbit temperature monitors Digital world	Art. Contemporary Artists: 2D into 3D, drawing and painting
	Cycle C	DT. Electrical doodlers	DT. Structures bridges	Art. Painting + atmospheric perspective Inc. 4 th Plinth Project	DT. Mechanisms cardboard cam toys	Art. Linear Perspective	Art. Installation and Interactive



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



					Awareness of how other children have different lives Expressing appreciation for family and friends	
Years 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
Year 6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology us	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition



Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Keeping the Pulse: My favourite things (Christmas-related)		Under The Sea: Musical Symbols		Superheroes: Pitch
Year 2		Musical Story-telling: Instruments (Christmas-related)		Animals: Call and Response		On this island: Singing
Year 3 Sapphire 2026.27		Creating Compositions in Response To An Animation (Mountains)	Pentatonic melodies and composition: Chinese New Year	Ballads		
Year 4 Jet and Ruby 2026.27		Rock and Roll	Samba and carnival sounds instruments	Adapting and Transposing Motifs (Roman)		
UKS2 (Cycle A)		Film Music	Blues			
UKS2 Opal and Amber (Cycle B)		South and West Africa		Musical Theatre		Composing and performing a Leavers' song (Year 6)



P.E.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Gymnastics (Body Parts)	Gymnastics (Wide, narrow, curled)	Dance (The Zoo)	Dance (Growing)	Attack and Defense (Games for understanding)	Ball Skills (Racket, bat and ball)
	Locomotion (Running)	Ball Skills (Hands 1)	Ball Skills (Feet 1)	Ball Skills (Hands 2)	Athletics – Sports Day practice Twinkl Athletics Skills circuit (Running, jumping and throwing)	Athletics – Sports Day practice Twinkl Athletics Skills circuit (Running, jumping and throwing) Cont.
Year 2	Gymnastics (Pathways)	Dance (Great Fire of London)	Gymnastics (Linking)	Health and Well-being	Attack and Defense (Games for understanding)	Dance (Explorers)
	Locomotion (Dodging) Diamond Swimming	Ball Skills (Hands 1) Diamond Swimming	Ball Skills (Feet) Emerald Swimming	Ball Skills (Year 2, Rackets and Balls2) Emerald Swimming	Athletics – Sports Day practice Twinkl Athletics Skills circuit (Running, jumping and throwing)	Athletics – Sports Day practice Twinkl Athletics Skills circuit (Running, jumping and throwing) cont.
Year 3 Sapphire Class 2026.27	Gymnastics (Yr3 Symmetry and Asymmetry)	Dance (Weather)	Dance (Wild Animals)	Net/Wall Games (Yr3 Tennis)	Hockey (Year 3)	Athletics Running
	Invasion Games (Yr3 Handball)	Invasion Games (Yr3 Basketball)	Invasion Games (Yr3 Football)	Striking and fielding games (Yr3 Rounders)	Athletics (Yr3 Running, jumping, throwing)	Yr3 Jumping, throwing)
Year 4 Jet Class	Gymnastics (Yr4 Bridges)	Gymnastics (Yr4 Levels and Directions)	Dance (Cats)	Swimming	Hockey (year 4)	Net/Wall Games (Yr4 Tennis)
	Invasion Games (Yr4 Handball)	Invasion Games (Yr3 Basketball)	Invasion Games (Yr4 Football)	Striking and fielding games (Yr4 Rounders)	Athletics (Yr4 Athletics)	Athletics (Yr4 Athletics cont)
Year 4 & 5 Ruby Class	Gymnastics (Yr5 Counter-balance and counter-tension)	Dance (Yr6 Circus)	Invasion Games (Yr5 Football)	Net/Wall Games (Yr5 Badminton)	Hockey (Year 5)	Net/Wall Games (Yr5 Tennis)
	Invasion Games (Yr5 Handball)	Invasion Games (Yr4 Basketball)	Swimming	Striking and fielding games (Yr5 Rounders)	Athletics (Yr5 Athletics)	Athletics (Yr5 Athletics)
Year 5&6 Amber and Opal	Gymnastics (Yr6 Creating Sequences)	Gymnastics (Yr6 Matching and Mirroring)	Dance (Yr6 Carnival)	Net/Wall Games (Yr6 Badminton)	Invasion Games (Yr5 Basketball)	Net/Wall Games (Yr6 Tennis)
	Invasion Games (Yr6 Handball) And Opal Swimming	Invasion Games (Yr6 Handball) And Amber Swimming	Invasion Games (Yr6 Football)	Striking and fielding games (Yr6 Rounders)	Athletics (Yr6 Athletics/ Running)	Athletics (Yr6 Athletics/ Running cont)

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 1st Half Term

End Points





Years 1 and 2 (Cycle A)

Autumn 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Map It! Year 1 – Our School, Our City Develop knowledge about our locality. Use locational and directional language. Use ariel photos to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct basic symbols in a key. Use simple fieldwork and observational skills. Year 2 – Our World, Our Country Develop knowledge about the world and the United Kingdom Name and locate the seven continents and five oceans. Name, locate and identify characteristics of the 4 countries 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.	Everyday Materials Year 1 - Distinguish between an object and the material from which it is made. 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. Use of Everyday Materials 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. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Year 1 - Locomotion (Running) *Children can move at different speeds with increasing control. *Pupils can run applying the correct and safe technique to ensure maximum speed. *Pupils will run and stay in a space avoiding the defenders. * Pupils demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games. & Gymnastics (Body Parts) Children can demonstrate different ways of balancing and travelling on small (points) and large (patches) parts of the body. * Children start to link movements. *Children can share the space and apparatus safely Year 2 Gymnastics Pathways Explore/develop zig-zag pathways/on apparatus • Explore/develop curved pathways/on apparatus • Creation of pathway sequences • Completion of pathways sequences and performance & Year 2 – Locomotion (Dodging) Explore dodging • Develop dodging • Apply dodging: Explore attacking to beat an opponent • Apply dodging in teams	What Does It Mean To Belong To A Faith Community? (Living) Talk about some simple ideas about Christian beliefs about God and Jesus. Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories.	Introduction to Chromebooks 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.	Art- Abstract Art: colour, line and shape 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	Being Me in My World Year 1 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 Year 2 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.	Computing	See the Trip Planner document: Trip Planner.docx





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

Geography	Science	P.E. (Same as Cycle A)	R.E.	Computing	Art	PSHE	Music	Trips
Map It! Year 1 – Our School, Our City Develop knowledge about our locality. Use locational and directional language. Use ariel photos to recognise landmarks and basic human and physical features. Devise a simple map. Use and construct basic symbols in a key. Use simple fieldwork and observational skills. Year 2 – Our World, Our Country Develop knowledge about the world and the United Kingdom Name and locate the seven continents and five oceans. Name, locate and identify characteristics of the 4 countries 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.	Everyday Materials Year 1 - Distinguish between an object and the material from which it is made. 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. Use of Everyday Materials 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. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Year 1 - Locomotion (Running) *Children can move at different speeds with increasing control. *Pupils can run applying the correct and safe technique to ensure maximum speed. *Pupils will run and stay in a space avoiding the defenders. * Pupils demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games. & Gymnastics (Body Parts) Children can demonstrate different ways of balancing and travelling on small (points) and large (patches) parts of the body. * Children start to link movements. *Children can share the space and apparatus safely Year 2 Gymnastics Pathways Explore/develop zig-zag pathways/on apparatus • xplore/develop curved pathways/on apparatus • Creation of pathway sequences • Completion of pathways sequences and performance & Year 2 – Locomotion (Dodging) Explore dodging • Develop dodging • Apply dodging: Explore attacking to beat an opponent • Apply dodging in teams	What makes some places sacred? Christians and Muslims (Expressing)	Introduction to Chromebooks 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.	Art – Expressionism	Being Me in My World Year 1 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 . Year 2 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.	Computing	See the Trip Planner document: Trip Planner.docx





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

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips
Map It! Europe 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	Living Thing and their Habitats (classification and changing environments) Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Year 3: Gymnastics (Symmetry and Asymmetry) *Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical and asymmetrical balances on different body parts. *Pupils execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. *Pupils can link these movements and balances together. *Ch. can travel in different ways (jump, roll, spin etc.) showing symmetrical and asymmetrical shapes and working on different levels. *Ch. understand how to link smoothly, travelling, jumping, turning and balancing movements. & Invasion Games (Year 3 Handball) Introduce passing, receiving and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting Invasion Games (Yr 4 Handball) Handball • Refine passing and receiving • Develop passing and creating space • Develop passing, moving and shooting • Combine passing and shooting • Introduce defending. &	What does it mean to be Hindu in Britain today? (Living) Describe puja and how it shows Hindu faith. Make connections with some Hindu beliefs and teachings about aims and duties in life. Describe ways in which Hindus express their faith through puja, aarti and bhajans. Suggest reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, help others. Describe how the life of Gandhi shows Hindu beliefs in action.	Programming - Sequencing Sounds Recognise that sequences can have an order. Explain that the order of commands in a program can affect the outcome. Create a sequence of commands to produce a given outcome (creating a musical instrument in Scratch) Learn that code can be copied from one sprite to another. Test projects to see if they perform as expected.	DT – Architecture in Schools Project (Structures)	Being Me in My World Recognise my worth and identify positive things about myself and my achievements. Set personal goals. Know how to use my Jigsaw Journal. Value myself and know how to make someone else feel welcome and valued.	Computing	Spanish Start In Autumn 2	See the Trip Planner document: Trip Planner.docx



		Gymnastics (Bridges) Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion apparatus at every stage of learning.							
--	--	--	--	--	--	--	--	--	--





Year 3 and 4 – Sapphire, Jet and Ruby Year 4s (Cycle B)

Autumn 1st half term

Geography	Science	P.E. (Same as Cycle A)	R.E.	Computing	DT	PSHE	Music	Spanish	Trips / Visitors
Map It! (Around The World) 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 Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meantime and time zones. Use maps, atlases, globes and digital/computing mapping to locate countries and describe features.	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Year 3: Gymnastics (Symmetry and Asymmetry) *Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical and asymmetrical balances on different body parts. *Pupils execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. *Pupils can link these movements and balances together. *Ch. can travel in different ways (jump, roll, spin etc.) showing symmetrical and asymmetrical shapes and working on different levels. *Ch. understand how to link smoothly, travelling, jumping, turning and balancing movements. & Invasion Games (Year 3 Handball) Introduce passing, receiving and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting Invasion Games (Yr 4 Handball) Handball • Refine passing and receiving • Develop passing and creating space • Develop passing, moving and shooting • Combine passing and shooting • Introduce defending.	What Do Different People Believe About God? (Believing) Christians, Hindus and Muslims Know some of the ways in which Christians and/or Muslims describe God. Understand how and say why it makes a difference in people's lives to believe in God. Create art poems expressing their own ideas about God.	Programming – Repetition in Shapes 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.	DT - Fastenings Know some different fastening types which are useful for different purposes. Understand how to create a running stitch to fix and decorate textile projects. Create a book sleeve that reflects their own taste and personality.	Being Me in My World I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play and how I fit in I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	Computing	Start next half term	See the Trip Planner document: Trip Planner.docx



		Gymnastics (Bridges) Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion apparatus at every stage of learning.							
--	--	--	--	--	--	--	--	--	--





Years 5 and 6 – Opal and Amber (Cycle A)

Autumn 1st half term

Geography	Science Autumn 2	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips / Visitors
Map It! (Americas) 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	Earth and Space Describe the movement of the Earth and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Year 4&5 (Year 5): Gymnastics (Counter-Balance and Counter Tension) Introduction to Counter-Balance • Application of Counter-Balance learning onto apparatus • Sequence formation • Introduction to Counter Tension • Sequence completion & Net/Wall Games (Handball) *Consolidate passing and receiving • Explore the function of other passes • Develop defending • Develop passing and creating space, introduce officiating • Refine shooting Year 5&6: Swimming And Year 5&6 Creating Sequences • Challenging creativity • Sequence development • Sequence performance & Net/Wall Games (Handball) Consolidate keeping possession, develop officiating • Understand and apply defending tactics in game situations • Consolidate defensive tactics; understand and apply defensive tactics in game scenarios	Why Do Some People Believe That God Exists? (Believing) Christian and non-religious. Define the terms: theism, atheism and agnosticism. Give several examples to show how believing in God can affect people's lives differently. Suggest answers to some of the Big Questions about the existence of God.	Webpage Creation 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).	DT - Mechanisms: pop up nursery rhymes Know the 3 main forms of paper mechanisms used in pop-up. Use hand tools and mechanism skills accurately. Create an interactive book with a high finish.	Being Me in My World Year 5 Face new challenges positively and know how to set personal goals. Understand my rights and responsibilities as a citizen of my country. Make choices about my own behaviour because I understand how rewards and consequences feel. Understand how an individual's behaviour can impact on a group. Year 6 identify my goals for this year, understand my fears and worries about the future and know how to express them. Know that there are universal rights for all children but for many children these rights are not met. Understand that my actions affect other people locally and globally. 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. Understand how democracy and having a voice benefits the school community.	Computing	Start next half term	See the Trip Planner document: Trip Planner.docx





Years 5 and 6 (Cycle B)

Autumn 1st half term

Geography	Science	P.E. (Same as Cycle A)	R.E.	Computing	DT	PSHE	Music	Spanish	Trips / Visitors
Map It! UK Counties Describe the features of the UK using specific terminology and vocabulary. Explain the differences between counties, cities and towns. Use resources such as atlas' and the 8 compass points confidently.	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.	Year 4&5 (Year 5): Gymnastics (Counter-Balance and Counter Tension) Introduction to Counter-Balance • Application of Counter-Balance learning onto apparatus • Sequence formation • Introduction to Counter Tension • Sequence completion & Net/Wall Games (Handball) *Consolidate passing and receiving • Explore the function of other passes • Develop defending • Develop passing and creating space, introduce officiating • Refine shooting Year 5&6: Swimming And Year 5&6 Creating Sequences • Challenging creativity • Sequence development • Sequence performance & Net/Wall Games (Handball) Consolidate keeping possession, develop officiating • Understand and apply defending tactics in game situations • Consolidate defensive tactics; understand and apply defensive tactics in game scenarios	What do religions say to us when life gets hard? (Believing) Christianity, Hinduism, Humanism and Islam Give reasons why some people might be comforted by their beliefs when someone dies. Describe the impact that the belief that we have a soul might have on the way someone might live their life. Describe the Hindu belief in reincarnation and Karma. Describe a link between a reading that might be used at a funeral and a Christian belief about life after death. Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death. Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation. Describe similarities and differences between non-religious and Christian beliefs about the afterlife. Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians,	Variables in games To identify a variable in an existing program To experiment with the value of an existing variable To choose a name that identifies the role of a variable to make it easier for humans to understand it To decide where in a program to set a variable To update a variable with a user input To use an event in a program to update a variable To use a variable in a conditional statement to control the flow of a program To use the same variable in more than one location in a program	DT – Electricity Steady-hand game Design a steady hand game, identifying and naming components required. Draw/design from three different perspectives. Generate ideas through sketching and discussion. Model ideas through prototypes. Understand purpose of products (toys), incl. what is meant by 'fit for purpose' and 'form over function'. Construct stable base for a game. Accurately cut, fold and assemble nets. Decorate base of the game to a high-quality finish. Make and test a circuit. Incorporate a circuit into a base. Test own and others' finished games. Evaluate and make suggestions for improvement. Gather images & information about existing children's toys. Analyse a selection of existing children's toys.	Being Me in My World Year 5 Face new challenges positively and know how to set personal goals. Understand my rights and responsibilities as a citizen of my country. Make choices about my own behaviour because I understand how rewards and consequences feel. Understand how an individual's behaviour can impact on a group. Year 6 identify my goals for this year, understand my fears and worries about the future and know how to express them. Know that there are universal rights for all children but for many children these rights are not met. Understand that my actions affect other people locally and globally. 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. Understand how democracy and having a voice benefits the school community.	Computing	Start next half term	See the Trip Planner document: Trip Planner.docx



			Muslims or non-religious people						
--	--	--	---------------------------------	--	--	--	--	--	--





Autumn 2nd Half Term

End Points





Years 1 and 2 (Cycle A)

Autumn 2nd half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Local History Year 1 -Living in the Past Know the difference between 'past' and 'present'. Understand how things change over time. Explain how people lived in the past. Year 2 – Great Fire of London 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.	Seasonal Change: Autumn to Winter (Year 1) Observe changes across Autumn and Winter. Describe how hummas, animals and plants adapt to changing seasons. Observe and describe weather associated with the seasons and how day length varies. Living Things and Their Habitats (Year 2) Explore and compare the differences between things that are living, dead and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, inc. micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.	Year 1: Ball Skills (Hands 1) *Pupils can send a ball towards a target, applying the correct technique and aiming carefully. *Pupils can receive and stop a ball. *Pupils demonstrate developing concentration skills as they focus on the target, their partner and the ball. & Gymnastics (Wide, narrow, curled) *Pupils can move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics'. *Pupils can experiment with moving in a variety of ways, understanding the differences between each type of movement. *Pupils can be creative as they link movements. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish Year 2: Ball Skills (Hands 1) Develop dribbling/passing and receiving • Combine dribbling, passing and receiving, keeping possession • Develop dribbling/passing and receiving to score a point • Combine dribbling, passing and receiving to score a point & Dancing (Year 2 Great Fire of London) Creating movements that represent the Great Fire starting and spreading • Creating freeze frames with control, levels and expression • Transitions and flow between movements • Perform, record and evaluate our dance sequences	What can we learn from sacred books? (Believing) Know that sacred texts contain stories/teachings which are special to many people. Understand about issues of good and bad, right and wrong, arising from the stories. Create story boxes for religious stories and class special book about how we treat others	Music	Art – Sculpting the Natural World Know how to change paper from flat shapes to 3D structures. Understand how to manipulate clay to get a variety of shapes and surfaces. Create a series of sculptures inspired by the natural world.	Celebrating Difference Year 1: I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. I know who to talk to if I am feeling worried. I can discuss how to make new friends. Year 2: I know what a stereotype is. I know what bullying is and what to do if it is happening. I can explain that sometimes people get bullied because they are seen to be different. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Keeping the Pulse: My favourite things (Christmas-related) Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.	See the Trip Planner document: Trip Planner.docx





Years 1 and 2 (Cycle B)

Autumn 2nd half term

History	Science	P.E. Same as Cycle A)	R.E.	Computing	DT	PSHE	Music	Trips
Local History Year 1 -Living in the Past Know the difference between 'past' and 'present'. Understand how things change over time. Explain how people lived in the past. Year 2 – Great Fire of London 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.	Seasonal Change: Autumn to Winter (Year 1) Observe changes across Autumn and Winter. Describe how hummas, animals and plants adapt to changing seasons. Observe and describe weather associated with the seasons and how day length varies. Living Things and Their Habitats (Year 2) Explore and compare the differences between things that are living, dead and things that have never been alive. 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. Identify and name a variety of plants and animals in their habitats, inc. micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.	Year 1: Ball Skills (Hands 1) *Pupils can send a ball towards a target, applying the correct technique and aiming carefully. *Pupils can receive and stop a ball. *Pupils demonstrate developing concentration skills as they focus on the target, their partner and the ball. & Gymnastics (Wide, narrow, curled) *Pupils can move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics'. *Pupils can experiment with moving in a variety of ways, understanding the differences between each type of movement. *Pupils can be creative as they link movements. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish Year 2: Ball Skills (Hands 1) Develop dribbling/passing and receiving • Combine dribbling, passing and receiving, keeping possession • Develop dribbling/passing and receiving to score a point • Combine dribbling, passing and receiving to score a point & Dancing (Year 2 Great Fire of London) Creating movements that represent the Great Fire starting and spreading • Creating freeze frames with control, levels and expression • Transitions and flow between movements • Perform, record and evaluate our dance sequences	Who is a Christian and what do they believe? (Believing)	Music	DT – Mechanisms Making a Moving Monster Create design criteria for a moving monster as a class. Design a moving monster in accordance with a design criteria. Make linkages using card for levers and split pins for pivots. Experiment with linkages adjusting the widths, lengths and thicknesses of card used. Cut and assemble components neatly. Evaluate own designs against design criteria. Use peer feedback to modify a final design.	Celebrating Difference Year 1: I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel. I know who to talk to if I am feeling worried. I can discuss how to make new friends. Year 2: I know what a stereotype is. I know what bullying is and what to do if it is happening. I can explain that sometimes people get bullied because they are seen to be different. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Musical Story-telling: Instruments (Christmas-related) Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.	See the Trip Planner document: Trip Planner.docx





Year 3 and Year 4 (Cycle A) Autumn 2nd half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips
Stone Age, Bronze Age & Iron Age Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference. 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. Learn about changes in Britain from the Stone Age to the Iron Age.	Electricity 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.	Year 3 Invasion Games (Basketball) • basketball • Introduce dribbling; • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting Dance (Weather) Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner Year 4 Invasion Games (Basketball) Refine dribbling • Refine passing and receiving • Refine passing and dribbling creating space • Combine passing and dribbling to create shooting opportunities • Introduce marking. And Gymnastics (Year 4 Levels and Directions) Exploring changes in 'Level' • Exploring changes in 'Direction' • Application of learning onto apparatus to include changes in 'Level' and 'Direction' • Sequence completion and performance	How Do People from Religious And Non-Religious Communities Celebrate Key Festivals? (Expressing) Describe how the way people celebrate festivals might show something about their beliefs. Describe how survey data and interviews might tell us something about people's beliefs and worldviews. Identify some differences in the way festivals celebrated. Describe how the way people celebrate Christmas might show something about their beliefs. Suggest how celebrations studies might make a difference to how pupils think and live	Music	Art- Prehistoric Art (Indus Valley) Explore purpose of cave paintings/ prehistoric man made art understand scale to enlarge drawings in a different medium Experiment with natural materials to make paint and explore the colours and effects. Apply painting skills on a textured surface. Create a collaborative class piece of prehistoric-inspired art. Evaluate electrical products. Test and evaluate the success of a final product.	Celebrating Difference Year 3: I know that there are many different types of families. I know what a bystander should do when they witness bullying. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. Year 4: I can tell you a time when my first impression of someone changed as I got to know them. I know what influences me to make judgements about people. I can explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	Year 3: Creating Composition to an Animation Verbalise how the music makes them feel. Creae actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying. Jet and Ruby: Rock and Roll 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 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.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 3 and 4 – Sapphire, Jet and Ruby Year 4s (Cycle B)

Autumn 2nd half term

Geography	Science	P.E. (Same as Cycle A)	R.E.	Computing	Art	PSHE	Music	Spanish	Trips
Athens and Sparta	Light Recognise that they need light in order to see things, and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.	Year 3 Invasion Games (Basketball) • basketball • Introduce dribbling; • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting Dance (Weather) Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner Year 4 Invasion Games (Basketball) • Refine dribbling • Refine passing and receiving • Refine passing and dribbling creating space • Combine passing and dribbling to create shooting opportunities • Introduce marking. And Gymnastics (Year 4 Levels and Directions) Exploring changes in 'Level' • Exploring changes in 'Direction' • Application of learning onto apparatus to include changes in 'Level' and 'Direction' • Sequence completion and performance	What Do Different People Believe About God? (Believing) Christians, Hindus And Muslims Cont. Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God.	Music	DT Electric Systems: Torches Know the parts of a circuit and torch. Understand how to use trial and improvement to test a product and how to adapt a design to fit a user profile.	Celebrating Difference Year 3: I know that there are many different types of families. I know what a bystander should do when they witness bullying. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. Year 4: I can tell you a time when my first impression of someone changed as I got to know them. I know what influences me to make judgements about people. I can explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	Year 3: Creating Composition to an Animation Verbalise how the music makes them feel. Creae actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying. Jet and Ruby: Rock and Roll 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	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx



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





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

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
The Kingdom of Benin	Properties and Changes of Materials 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. 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. Demonstrate that dissolving, mixing and changes of state are reversible changes.	Year 4& 5: Dance (The Circus) Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers And Invasion games (Basketball) Basketball • Consolidate dribbling • Develop marking • Develop shooting • Refine attacking skills • Refine defending skills Year 5&6 Amber: Swimming And Invasion games (Yr 6 Handball) Consolidate keeping possession, develop officiating • Understand and apply defending tactics in game situations • Consolidate defensive tactics; understand and apply defensive tactics in game scenarios Year 6: Gymnastics (Matching and Mirroring) Introduction to matching/mirroring • Application of matching mirroring learning onto apparatus • Sequence development	What Would Jesus Do? (Believing) Outline Jesus' teaching on how his followers should live. Explain the impact Jesus' example and teachings might have on Christians today. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.	Music	Art – Arts and Crafts Movement (Printmaking)	Celebrating Difference Year 5: I understand what racism is. I understand that cultural differences sometimes cause conflict. I can explain the difference between direct and indirect types of bullying. I can understand a different culture from my own. Year 6: I understand there are different perceptions about what normal means. I understand how being different could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration.	Film Music Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





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

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
Local Study – Victorians in London	Living Things and Their Habitats 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	Year 4& 5: Dance (The Circus) Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers And Invasion games (Basketball) Basketball • Consolidate dribbling • Develop marking • Develop shooting • Refine attacking skills • Refine defending skills Year 5&6 Amber: Swimming And Invasion games (Yr 6 Handball) Consolidate keeping possession, develop officiating • Understand and apply defending tactics in game situations • Consolidate defensive tactics; understand and apply defensive tactics in game scenarios Year 6: Gymnastics (Matching and Mirroring) Introduction to matching/mirroring • Application of matching mirroring learning onto apparatus • Sequence development	What matters most to Christians and to Humanists? 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 what is good and bad. Express my own ideas about big moral concepts, such as fairness or honesty. Compare my ideas about values with the ideas of others we have studied.	Music	Art – Modernism – Sculpture for Peace Know the key artists, motifs and cultural contexts of British Modernism. Use form and texture to reflect abstract concepts. Create carved, relief and free-standing Modernist sculptures.	Celebrating Difference Year 5: I understand what racism is. I understand that cultural differences sometimes cause conflict. I can explain the difference between direct and indirect types of bullying. I can understand a different culture from my own. Year 6: I understand there are different perceptions about what normal means. I understand how being different could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration.	South and West Africa Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Spring 1st Half Term

End Points





Years 1 and 2 (Cycle A)

Spring 1st half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitor
Focus country: China Know Beijing and London are capital cities Explain why climate is different in Beijing and London Describe the similarities and differences between Beijing and London	Animals incl. Humans (Year 1 and Year 2) Identify a variety of animals. Identify common animals that are carnivores, herbivores and omnivores. Describe the structure of animals. Identify the basic parts of the human body (Yr 1) Understand life cycles; Describe the basic needs of animals inc. humans Describe the importance of healthy living for humans (Yr2)	Year 1: Dance (Zoo) *Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs & Ball Skills (Feet) Ball Skills Feet • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point Year 2: Gymnastics (Linking) Linking • Developing linking • Linking on apparatus • Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance. & Ball Skills (Feet) Develop dribbling/passing /receiving, keeping possession • Combine dribbling, passing and receiving, keeping possession/to score a point • Apply dribbling, passing and receiving as a team to score a point	2025.26 Why do people have special rituals? Explain what a ritual is and say how it is different from an everyday routine. Describe and compare special rituals from different religions, such as Salat, puja and Holy Communion, and explain why they are important. Work with others to design a meaningful ritual, using ideas and features I have learned about. Who Is A Muslim And What Do They Believe? (Believing) Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah . Re-tell a story about the life of the Prophet Muhammad. Make links between what the Holy Qur'an says and how Muslims behave.	Digital Writing Use a Chromebook to write. Enter text onto a computer. Use a keyboard to enter text. Store/Save work on a Chromebook (online Word) Save and retrieve files.	Paper Mechanisms: Moving Story books Know whether a mechanism is a side-to-side slider or an up-and-down slider and predict what movement the mechanism will make. Create a picture, which meets the design criteria, with parts that move purposefully as planned.	Dreams and Goals Year 1: Tell me how I felt when I succeeded in a new challenge and how I celebrated it. Know how to store the feelings of success in my internal treasure chest. Year 2: Explain some of the ways I worked cooperatively in my group to create the end product. Express how it felt to be working as part of this group.	Computing	See the Trip Planner document: Trip Planner.docx





Years 1 and 2 (Cycle B)

Spring 1st half term

Geography	Science	P.E. (Same as Cycle A)	R.E.	Computing	Art	PSHE	Music	Trips / Visitor
Where do we live?	Animals incl. Humans (Year 1 and Year 2) Identify a variety of animals. Identify common animals that are carnivores, herbivores and omnivores. Describe the structure of animals. Identify the basic parts of the human body (Yr 1) Understand life cycles; Describe the basic needs of animals inc. humans Describe the importance of healthy living for humans (Yr2)	Year 1: Dance (Zoo) *Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs & Ball Skills (Feet) Ball Skills Feet • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point Year 1&2: Gymnastics (Linking) Linking • Developing linking • Linking on apparatus • Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance. & Ball Skills (Feet) Develop dribbling/passing /receiving, keeping possession • Combine dribbling, passing and receiving, keeping possession/to score a point • Apply dribbling, passing and receiving as a team to score a point	What Can We Learn From Sacred Books? (Christian/Muslims & Jewish) Give reasons why a holy book is considered to be 'holy'. Re-tell The Lost Sheep; suggest the meaning(s) of this story. Re-tell the story of the Exodus. Identify and talk about the meaning of teachings of Jesus, recognising that they come from the Christian tradition. Suggest a meaning for the story of Prophet Muhammad and the Black Stone. Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story. Suggest answers to questions arising from the story of Jonah. Ask and suggest answers to questions arising from The Lost Sheep . 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.	Robot Algorithms Choose a series of words that can be enacted as a program. Choose a series of commands that can be run as a program. Run a program on a device. Moving Robots & Robot Algorithms Choose a series of words that can be enacted as a program. Choose a series of commands that can be run as a program. Run a program on a device.	Art – Pop Art Know two famous artists in Pop Art movement. Use artist tools: paint, permanent marker, scissors, liquid glue. Create a collaborative mixed media popart.	Dreams and Goals Year 1: Tell how I felt when I succeeded in a new challenge and how I celebrated it. Know how to store the feelings of success in my internal treasure chest. Year 2: Explain some of the ways I worked cooperatively in my group to create the end product. Express how it felt to be working as part of this group.	Computing	See the Trip Planner document: Trip Planner.docx





Year 3 and 4 (Cycle A)

Spring 1st half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips
Rivers	States of Matter Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Year 3: Indoor: Dance (Wild Animals) *Ch. can respond to stimuli, creating dance sequences with a partner in character. *Children can link dance actions to make short creative dances when working with a partner or in a small group (applying a broad range of movement skills). *Children can use a range of expressive language to describe dance. * Children can recognize unison and canon. * Children can perform dances using a range of movement patterns. And Year 4 Invasion Games (Football) *Children develop their passing (chest, bounce pass), moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score. *Ch. show understanding of where, when and why to pass, dribble and score. *Ch. start to combine dribbling and passing in order to find space. Dance (Cats) *Responding to stimuli working together • Extending sequences with a partner in character • Exploring two contrasting Relationships and interlinking dance moves	Why is Jesus inspiring to some people? (Believing) Connect the story of the unforgiving servant with an example of Christian life or action. Connect the story of the feeding of the 5000 with an example of Christian life or action. Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter. Describe how and why Christians celebrate Palm Sunday, Maundy Thursday, Good Friday and Easter day. Identify the most important parts of Easter for Christians and say why they are important.	Animation 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.	DT - Mechanisms Pneumatic Toys Know how to use diagrams to explain ideas clearly. Understand how pneumatic systems work. Create a moving toy that depicts a creature from Greek mythology.	Dreams and Goals Evaluate my own learning process and identify how it can be better next time. Share my success with others and know how to store my feelings of success in my internal treasure chest.	Year 3: Ballads Year 4 - Adapting and Transposing Motifs (Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.)	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 3 and 4 (Cycle B) Spring 1st half term

Geography	Science	P.E. Same as Cycle A	R.E.	Computing	DT	PSHE	Music	Spanish	Trips/ Visitors
Volcanoes Know that the earth is made up of tectonic plates. Explain what causes volcanic eruptions and what happens when a volcano erupts. Describe the impacts of volcanoes on the local area.	Forces and Magnets 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.	Year 3: Indoor: Dance (Wild Animals) *Ch. can respond to stimuli, creating dance sequences with a partner in character. *Children can link dance actions to make short creative dances when working with a partner or in a small group (applying a broad range of movement skills). *Children can use a range of expressive language to describe dance. * Children can recognize unison and canon. * Children can perform dances using a range of movement patterns. And Year 4 Invasion Games (Football) *Children develop their passing (chest, bounce pass), moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score. *Ch. show understanding of where, when and why to pass, dribble and score. *Ch. start to combine dribbling and passing in order to find space. Dance (Cats) *Responding to stimuli working together • Extending sequences with a partner in character • Exploring two contrasting Relationships and interlinking dance moves	Why do people pray? (Expressing) Christians, Hindus and Muslims Describe ways Christians pray, including using the Lord's Prayer. Describe ways Muslims pray, including using 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, Muslims and Hindus pray.	Music	DT – Structures Magnet Fishing Games Know how to safely use tools such as saws and glue guns. Understand how to use design criteria to check the success of a project. Create a fun and educational magnet game.	Dreams and Goals 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	Year 3: Pentatonic melodies and composition: Chinese New Year Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music. Year 4 Jet and Ruby: Samba and carnival sounds instruments Year 4 Samba and Carnival Sounds Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 5 and 6 (Cycle A)

Spring 1st half term

Geography	Science Spring 1	P.E.	R.E. Spring 1	Computing Spring	DT Spring 1	PSHE	Music	Spanish	Trips / Visitors
Our changing World (Focus continent: Africa) Understand the interaction between physical and human processes Explain how Earth's features change over time Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts	Forces Identify forces as pushes and pulls. Explain gravity as a force that pulls objects down. Identify Isaac Newton's discoveries. Explain the effects of friction, including air and water resistance, on moving objects. Identify different mechanism.	Year 4&5: Invasion Games (Year 5 Basketball) Football • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating & Swimming Year 5&6 Dance (Yr 6 Carnival) • Performing with technical control and rhythm in a group • Creating rhythmic patterns using our body • Experiencing dance from a different culture • Experiencing dance from a different culture and consolidating choreography Year 5 & 6: Invasion Games (Yr 6 Football) Football • Introduction to badminton: Outwitting an opponent • Introduce the forehand and backhand • Applying the forehand and backhand: Creating space to win a point • Controlling the game from the serve	What Does It Mean to be a Muslim Today? Make connections between Muslim practice and the 5 pillars and their beliefs about God and the prophet Muhammad (PBUH). Describe and reflect on the significance of the Holy Qur'an to Muslims. Offer my views and ideas on the value and importance of fasting, charity and celebrations in the life of a Muslim.	Dragons' Den Presentation (Year 5) Webpage Creation 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). Year 6 SATS	DT- Stuffed Toys Know that it is easier to finish simpler designs to a high standard. Use a whip and running stitch to join fabric. Create a 3D soft toy from a 2D design.	Dreams and Goals 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. Year 6: Describe some ways in which I can work with other people to help make the world a better place. Identify why I am motivated to do this.	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 5 and 6 – Amber, Opal and Ruby Year 5s (Cycle B)

Spring 1st half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips / Visitors
Enough for Everyone Know examples of renewable and nonrenewable sources of energy Explain how electricity is generated in the UK. Describe the pros and cons of energy sources.	Animals inc. Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. (Year 5s must cover SRE in addition) Describe the changes as humans develop to old age.	Year 4&5: Invasion Games (Year 5 Basketball) Football • Refine dribbling and passing to maintain possession • Introduce and develop defending • Develop shooting • Refine attacking skills, passing, dribbling and shooting, introduce officiating & Swimming Year 5&6 Dance (Yr 6 Carnival) • Performing with technical control and rhythm in a group • Creating rhythmic patterns using our body • Experiencing dance from a different culture • Experiencing dance from a different culture and consolidating choreography Year 5 & 6: Invasion Games (Yr 6 Football) Football • Introduction to badminton: Outwitting an opponent • Introduce the forehand and backhand • Applying the forehand and backhand: Creating space to win a point • Controlling the game from the serve	Green Religion - How And Why Should Religious Communities Do More To Care For The Earth? 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. • Discuss and apply Hindu ideas such as the concept of goddess Bhumi, Mother Earth and ahimsa, harmlessness, 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. • Weigh up responses of religions are making to challenging green 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.	Dragons' Den Presentation (Year 5) Webpage Creation 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). Year 6 SATS	DT Food Technology Come Dine With Me (Meal planning) Know how to work safely with knives and raw ingredients. Understand the journey of everyday foods. Create safe and delicious dishes to share with their classmates.	Dreams and Goals 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. Year 6: Describe some ways in which I can work with other people to help make the world a better place. Identify why I am motivated to do this.	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Spring 2nd Half Term

End Points





Years 1 and 2 (Cycle A) Spring 2nd half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitors
Hospitals and Healthcare	Seasonal Change Winter-Spring (Year 1 and Year 2) • Observe changes across Spring and Summer. • Observe and describe weather associated with the seasons and how day length varies. Living Things & Habitats (Year 2)	Year 1: Dance (Growing) *Children can respond to different stimuli (stories, poetry, music, and event) with a range of actions. *Pupils can move in relation to the music and respond with appropriate movements and actions. *Pupils can ensure their movements are big and clear. *Pupils develop their curiosity and imagination as they demonstrate appropriate ideas for moving. & Ball Skills (Hands 2) *Pupils can send a ball towards a target, applying the correct technique. *Pupils can aim carefully in order to score a point to beat an opponent. *Pupils develop their concentration skills as they focus on the target, their partner and the ball. Year 2 Locomotion (Jumping) • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations & Year 2 Ball Skills (Rackets, Bats and Balls) • Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent • Introduce hitting (sending/striking) a ball into a space: Where and why? • Striking the ball (with a bat) into space with intent	How and Why Do We Celebrate Special and Sacred Times Identify some ways Christians celebrate Easter and some ways Muslims celebrate Eid Give examples of what people do, give, sing, remember or think about at the religious celebrations Re-tell stories connected with Easter and say why these are important to believers	Music	DT – Engineering Moving Vehicles (Primary Engineer) Know how to use jigs and handtools for safe, accurate cuts. Describe how their design will appeal to their client. Create a moving vehicle with safety features.	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,	Year 1: Under The Sea Make movements that are appropriate to the pulse and tempo of a piece of music. 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	See the Trip Planner document: Trip Planner.docx





Years 1 and 2 (Cycle B) Spring 2nd half term

Geography Sprig 2	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
King Charles III Know the difference between past and present. Understand how things change over time. Explain the role of a monarch Queen Victoria Know about Queen Victoria and her life Explore some similarities and differences between your life and life in the Victorian era Understand how paintings and photographs can help us to learn about the past	Seasonal Change Winter-Spring (Year 1 and Year 2) •Observe changes across Spring and Summer. •Observe and describe weather associated with the seasons and how day length varies. Living Things & Habitats (Year 2)	Year 1: Dance (Growing) *Children can respond to different stimuli (stories, poetry, music, and event) with a range of actions. *Pupils can move in relation to the music and respond with appropriate movements and actions. *Pupils can ensure their movements are big and clear. *Pupils develop their curiosity and imagination as they demonstrate appropriate ideas for moving. Ball Skills (Hands 2) *Pupils can send a ball towards a target, applying the correct technique. * Pupils can aim carefully in order to score a point to beat an opponent. * Pupils develop their concentration skills as they focus on the target, their partner and the ball. Year 2 Locomotion (Jumping) • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations & Year 2 Ball Skills (Rackets, Bats and Balls) • Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent • Introduce hitting (sending/striking) a ball into a space: Where and why? • Striking the ball (with a bat) into space with intent	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 important events. Give reasons why some people use music in celebrations. Describe the link between Easter artefacts and the story and celebration of Easter events. Describe the link between a selection of Pesach symbol.	Music	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,	Animals: Call and response Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition.	See the Trip Planner document: Trip Planner.docx





Year 3 and 4 (Cycle A) Spring 2nd half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips
Indus Valley	Animals incl. Humans	Year 3 Net/Wall games (Tennis) Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand Striking and fielding games (Yr 3 Rounders) Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game Year 4 Swimming And Striking and Fielding (Rounders) • Develop fielding bowling with a backstop • Introduce batting; how • Develop batting; where and why • Introduce and apply basic fielding tactics	Why are festivals important to religious communities? Christians, Muslims and Jewish (Expressing) Make links between beliefs about Jesus and the celebration of Easter. Make links between symbols used by churches and Christians in holy week and the celebration of Easter. Make links between the symbols on a seder plate and their meaning. Make links between the story of Lakshmi and practices at Divali. Suggest what matters most to believers at Easter/Id ul Fitr/Divali/ Pesach. Identify similarities & differences between the way two Christian denominations celebrate Easter. Identify similarities & differences between the celebration of two festivals. Identify some of the celebrations that form a part of my own life Make links between things that are important in our community and celebrations that are held / could be held.	Music	Art - Impressionism	Healthy Me Year 3: Understand how exercise affects my body and know why lungs and heart are important organs. Set myself a fitness challenge. Know that the amount of calories, fat and sugar I put in my body will affect my health. Know what it feels like to make healthy choices. Express knowledge and attitude towards drugs. Identify things, people and places that I needs to keep safe from. Express how being anxious or scared feels. Identify when something feels safe/unsafe. Understand how complex my body is. Year 4: Recognise how different friendship groups are formed. Understand the roles of leaders or followers in groups. Understand the facts about smoking and its effects on health. Recognise negative feelings in peer pressure and know how to act assertively. Understand the facts about alcohol on health. Recognise when people are putting me under pressure and explain ways to resist this. Know what I believe to be right or wrong. Tap into my inner strength and be assertive.	Year 3: Ballads Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions. Year 4 - Adapting and Transposing Motifs (Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 3 and 4 – Sapphire, Jet and Ruby Year 4s (Cycle B)

Spring 2nd half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips
Ancient Greek Art and Culture Know how the Ancient Greeks developed new styles of architecture, sculpture and theatre. Understand how the Greeks have influenced modern art, architecture and theatre. Learn what happened at the end of the Greek era.	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Year 3 Net/Wall games (Tennis) Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand Striking and fielding games (Yr 3 Rounders) Introduce to rounders • Introduce overarm throwing • Apply overarm and underarm throwing • Introduce stopping the ball • Application of stopping the ball in a game Year 4 Swimming And Striking and Fielding (Rounders) • Develop fielding bowling with a backstop • Introduce batting; how • Develop batting; where and why • Introduce and apply basic fielding tactics	Why do some people think that life is like a journey and what significant experiences mark this? Describe how life is seen as a journey by some people. Think why some people have rituals to mark important life events. Describe two different Christian celebrations of belonging / initiation. Describe what happen at a Jewish Bar or Bat Mitzvah ceremony. Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Describe the significance of the Hindu sacred thread ceremony. Describe a wedding ceremony for two different religions. Consider questions about the importance and significance to Christians of different forms of baptism. Suggest reasons why Christians baptise at birth and others have believer's baptism. Suggest reasons why ceremonies are significant to Jewish people.	Music	Early Islamic Empire Know the 3 main forms of Early Islamic decorative arts Use 2 forms of pattern making to develop print designs Create a series of repeated prints in the style of traditional Islamic crafts	Healthy Me Year 3: Understand how exercise affects my body and know why lungs and heart are important organs. Set myself a fitness challenge. Know that the amount of calories, fat and sugar I put in my body will affect my health. Know what it feels like to make healthy choices. Express knowledge and attitude towards drugs. Identify things, people and places that I needs to keep safe from. Express how being anxious or scared feels. Identify when something feels safe/unsafe. Understand how complex my body is. Year 4: Recognise how different friendship groups are formed. Understand the roles of leaders or followers in groups. Understand the facts about smoking and its effects on health. Recognised negative feelings in peer pressure and know how to act assertively. Understand the facts about alcohol on health. Recognise when people are putting me under pressure and explain ways to resist this. Know what I believe to be right or wrong. Tap into my inner strength and be assertive.	Year 3: Ballads Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions. Year 4 - Adapting and Transposing Motifs (Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





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

Geography	Science Spr 2	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
Local Study – Victorians in London	Animals Inc. Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. (Year 5s must cover SRE in addition) Describe the changes as humans develop to old age.	Year 4&5: Net/Wall Games (Badminton) Exploring different forehand/backhand shots • Applying different forehand/backhand shots to win a point • Consolidate outwitting an opponent • Doubles: Understanding and applying tactics to win a point & Striking and Fielding Games (Year 5 Rounders) Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games Year 5&6: Striking and Fielding Games (Year 6 Rounders) Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations Net/Wall Games (Year 6 Badminton) Introduction to badminton: Outwitting an opponent • Introduce the forehand and backhand • Applying the forehand and backhand: Creating space to win a point • Controlling the game from the serve	If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish (Expressing).	Year 5	Art – Seen and Heard! Activism in Art Know how artists have used public art and self-publication to protest social injustice. Use 3D and 2D media to create artwork on a topic of personal interest. Create a competition ready application for public art.	Healthy Me Year 5: 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. Respect and value my body. Year 6: Evaluate when alcohol is being used responsibly, anti-socially or being misused Describe how I feel about using alcohol when I am older and my reasons for this.	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





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

History	Science	P.E. (same as Cycle A)	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
Anglo-Saxons Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Year 4&5: Net/Wall Games (Badminton) Exploring different forehand/backhand shots • Applying different forehand/backhand shots to win a point • Consolidate outwitting an opponent • Doubles: Understanding and applying tactics to win a point & Striking and Fielding Games (Year 5 Rounders) Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games Year 5&6: Striking and Fielding Games (Year 6 Rounders) Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations Net/Wall Games (Year 6 Badminton) Introduction to badminton: Outwitting an opponent • Introduce the forehand and backhand • Applying the forehand and backhand: Creating space to win a point • Controlling the game from the serve	Is It Better to Express your Religion in Arts and Architecture or in charity and Generosity? Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Is It Better To Express Your Religion In Arts & Architecture Or In Charity & Generosity? (Expressing) Christians and Muslims non-religious Understand different reasons why some buildings are sacred Consider, discuss and weigh up different views about why mosques are important. Consider, discuss and weigh up different views about why Christian sacred buildings are important. Consider, discuss and weigh up different views about why religious art is important. Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important. Recall and deploy information about religious buildings and charities.	Year 5 – Dragon’s Den project with Sway, Flipgrid, Forms Webpage Creation 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). Year 6 - Programming (Selection in quizzes)	Art – Street Art	Healthy Me Year 5: 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. Respect and value my body. Year 6: Evaluate when alcohol is being used responsibly, anti-socially or being misused Describe how I feel about using alcohol when I am older and my reasons for this.	Musical Theatre Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx



			Notice, list and explain similarities and differences between different sacred buildings. Notice, list and explain similarities & 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						
--	--	--	--	--	--	--	--	--	--





Summer 1st Half Term

End Points





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

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
At The Seaside Know how to use key words such as beach, cliff and coast. Explain why people may use a harbour. Describe the differences/similarities between London and St. Ives.	Plants Year 1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Year 2: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Athletics/Locomotion (jumping and throwing) *Pupils can explore various ways of jumping. * Children can throw a variety of objects with some accuracy using under and over arm throws. * Children can throw at a target. Attack and Defense (Games for Understanding) Year 1 Games For Understanding • Understanding the principles of attack • Understanding the principles of defence • Applying attacking/defending principles into a game • Consolidate attacking/defending Year 2 Games For Understanding • Attacking as a team • Defending as a team • Understanding the transition between defence and attack • Create and apply attacking/defensive tactics Athletics/Locomotion (Running and Jumping and throwing) Children can jump and land safely showing correct technique – arms swing, knees bend. * Children can demonstrate various jumps and show very simple combinations (hop, skip, bounce etc.) *Children can move at different speeds with increasing control.	What Makes Some Places Sacred? Christians and Muslims (Expressing) Identify special objects and symbols found in a sacred place and say what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Ask good questions during a school visit about what happens in a church.	Digital Painting Use a computer to paint a picture. Make marks digitally on a computer screen. Store and retrieve work. Share work.	DT – Puppets Know that 'joining technique' means connecting two pieces of material together. Understand how to use a template to create a design for a puppet. Create a fun finger and hand puppet from fabric.	Relationships Year 1: Tell why I appreciate someone who is special to me and express how I feel about them. Year 2: Identify some of the things that cause conflict between me and my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	Computing	See the Trip Planner document: Trip Planner.docx



		*Children can demonstrate an underarm and overarm throw and show increasing accuracy when throwing into targets.						
--	--	--	--	--	--	--	--	--





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

Geography Summer 1	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Where Do We Work? Focus Country - Bangladesh	Plants Year 1: Identify a variety of plants and describe the basic structure of flowering plants. Year 2: Observe and describe how seeds and bulbs grow and describe what plants need to grow and stay healthy.	Athletics/Locomotion (jumping and throwing) *Pupils can explore various ways of jumping. * Children can throw a variety of objects with some accuracy using under and over arm throws. * Children can throw at a target. Attack and Defense (Games for Understanding) Year 1 Games For Understanding • Understanding the principles of attack • Understanding the principles of defence • Applying attacking/defending principles into a game • Consolidate attacking/defending Year 2 Games For Understanding • Attacking as a team • Defending as a team • Understanding the transition between defence and attack • Create and apply attacking/defensive tactics Athletics/Locomotion (Running and Jumping and throwing) Children can jump and land safely showing correct technique – arms swing, knees bend. * Children can demonstrate various jumps and show very simple combinations (hop, skip, bounce etc.) *Children can move at different speeds with increasing control.	How Should We Care For Others And The World, And Why Does It Matter? Christian/Muslims & Jewish (Living) Give examples what Jesus said about the importance of people. Identify two examples of religious believers caring for people. Say what you know about the Jewish practice of Tzedakah. Identify the links between the teaching in the Torah and caring. Give reasons why Jesus told the story of the Good Samaritan. Answer questions such as what would it be like if everyone followed the golden rule? Describe different ideas about what God might be like from reading the creation story. Share their own creative ideas about what the creation story says about God	Making Music Recognise that information on a computer can be stored Explain that information (work) on a computer can be saved Explain that stored information (work) can be retrieved, edited, and resaved Recognise that people around me can view my screen to see my work Recognise that my work can be printed and shared Recognise that my work can be shared between devices.	DT Food Technology Balanced Diets Design a healthy wrap based on a food combination which works well together. Slice food safely using the bridge or claw grip. Construct a wrap that meets a design brief. Describe the taste, texture and smell of fruit and vegetables. Taste test food combinations and final products. Describe the information that should be included on a label. Evaluate which grip was most effective.	Relationships Year 1: Tell why I appreciate someone who is special to me and express how I feel about them. Year 2: Identify some of the things that cause conflict between me and my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	Computing	See the Trip Planner document: Trip Planner.docx



		*Children can demonstrate an underarm and overarm throw and show increasing accuracy when throwing into targets.						
--	--	--	--	--	--	--	--	--





Years 3 and 4 (Cycle A) Summer 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
Ancient Egypt	Sound 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.	Invasion Games (Year 3 Hockey) Introduce dribbling • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting And Athletics Yr3 Explore running for speed • Explore acceleration • Introduce/develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump Year4: Athletics • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Running for distance • Javelin • Standing Triple Jump And Year 4 Hockey Refine dribbling and passing • Combine passing and dribbling to create shooting opportunities • Develop passing and dribbling creating space for attacking opportunities • Introduce defending; blocking and tackling	What Does It Mean To Be A Christian Today? (Living) Describe what Christians do to show their faith. Describe how one hymn or song shows specific Christian beliefs or teaching. Describe what might be hard or a challenge about being a Christian. Give reasons why Christians and others help other people. Note similarities & differences between the reasons that religious people and non-religious people give for helping people. Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?	Programming – Events and Actions Explain that a program has a start. explain what a sequence is. Recognise that sequences can have an order. Order commands in a program. Explain that the order of commands can affect the outcome. Create a sequence of commands to produce a given outcome	Art- Contemporary Artists	Relationships Year 3 – Identify roles and responsibilities of each family member. Identify and practice friendship skills. Know strategies to stay safe online. Explain how some actions of people around the world help and influence my life. Understand how my needs and rights are shared by other children. Know how to show my appreciation to my friends and family. Year 4 – Recognise situations which can cause jealousy. Identify someone I love. Tell about someone I know and no longer see. Recognise how friendships change. Understand what having a girl/boyfriend might mean. Know how to show love and appreciate to people and animals who are special to me.	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. - Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 3 and 4 – Sapphire, Jet and Ruby Year 4s (Cycle B)

Summer 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips
Ancient Rome 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.	Animals inc. Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food—they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Invasion Games (Year 3 Hockey) Introduce dribbling • Introduce passing and receiving • Combine dribbling and passing to create space • Develop passing, receiving and dribbling • Introduce shooting And Athletics Explore running for speed • Explore acceleration • Introduce/develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump Year4: Athletics • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Running for distance • Javelin • Standing Triple Jump And Year 4 Hockey Refine dribbling and passing • Combine passing and dribbling to create shooting opportunities • Develop passing and dribbling creating space for attacking opportunities • Introduce defending; blocking and tackling	What Can We Learn From Religions About Deciding What Is Right And Wrong? Christians, Jewish and non-religious 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. Give examples of how the ten commandments might show Jewish people how to live. Explain that Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments.	Desktop Publishing 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. Move, resize and rotate images. Edit text in a placeholder. Choose fonts and apply effects to text. Review a document.	Art – Still Life and Landscapes Know the work of historic and contemporary artists in the drawing media Use 4 shading techniques with confidence Create a series of drawings using shading techniques	Relationships Year 3 – Identify roles and responsibilities of each family member. Identify and practice friendship skills. Know strategies to stay safe online. Explain how some actions of people around the world help and influence my life. Understand how my needs and rights are shared by other children. Know how to show my appreciation to my friends and family. Year 4 – Recognise situations which can cause jealousy. Identify someone I love. Tell about someone I know and no longer see. Recognise how friendships change. Understand what having a girl/boyfriend might mean. Know how to show love and appreciate to people and animals who are special to me.	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 5 and 6 (Cycle A)

Summer 1st half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips / Visitors
Natural Disasters (Focus continent: Asia)	Living Things and Their Habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	Year 4&5: Hockey Develop defending; blocking and tacking • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack & Athletics (Year 5) Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles Year 5&6: Invasion Games (Yr 5 Basketball) Consolidate dribbling • Develop marking • Develop shooting • Refine attacking skills • Refine defending skills And Athletics (Year 6) Running for speed competition • Running for distance competition • Throwing competition • Jumping competition • Level 1 Athletics Competition	What Can Be Done To Reduce Racism? What Can We Learn From Religious and Non-Religious Worldviews cont.? Describe simply two examples of racism, describing what is unfair or unjust in each case Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples	Programming – Physical Computing (Crumble) Create a condition-controlled loop. Use a condition in an 'if...then.../' statement to start an action. Use selection to switch the program flow in one of two ways. Use a condition in an 'if...then...else.../' statement to produce given outcomes.	DT – Playground Architects (Condensed) Design a playground featuring a variety of different structures. Consider effective and ineffective designs. Build a range of play apparatus structures drawing upon new and prior knowledge of structures. Measure, mark and cut wood to create a range of structures. Use a range of materials to reinforce and add decoration to structures. Improve a design plan based on peer evaluation. Test and adapt a design to improve it as it is developed. Identify what makes a successful structure.	Relationships Year 5: Explain how to stay safe when using technology to communicate with my friends Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. Year 6: Recognise when people are trying to gain power or control. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Yr6)	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 5 and 6 (Cycle B)

Summer 1st half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips / Visitors
How Do Humans Use the Amazon Forest? Know the key features of the Amazon Rainforest. Explain what deforestation is and its impacts. Describe how tribes and nontribal people use the rainforest.	Light Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Year 4&5: Hockey Develop defending; blocking and tacking • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack & Athletics (Year 5) Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles Year 5&6: Invasion Games (Yr 5 Basketball) Consolidate dribbling • Develop marking • Develop shooting • Refine attacking skills • Refine defending skills And Athletics (Year 6) Running for speed competition • Running for distance competition • Throwing competition • Jumping competition • Level 1 Athletics Competition	What Difference Does It Make To Believe In Ahimsa (Harmlessness), Grace (The Generosity Of God), And Ummah (Community)? 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 • Explain the connection between the work of Hindu charities to the Hindu concepts of sewa (service) and ahimsa (harmlessness). Make connections between beliefs and behaviour in 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	Physical Computing - Sensing (Microbits) Identify a variable in an existing program. Experiment with the value of an existing variable. Choose a name that identifies the role of a variable to make it more usable (to humans). Decide where in a program to set a variable. Update a variable. Use a variable in a conditional statement to control the flow of a program. Use the same variable in more than one location in a program.	DT – Microbit Temperature Monitors Know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions. Apply the results of research to further inform your design criteria.	Relationships Year 5: Explain how to stay safe when using technology to communicate with my friends Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others. Year 6: Recognise when people are trying to gain power or control. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Yr6)	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx



			Muslim community? Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.						
--	--	--	--	--	--	--	--	--	--





Summer 2nd 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 Develop historical knowledge and understanding of the lives and significance of Christopher Columbus and Neil Armstrong. Discover some navigation techniques make comparisons across different eras.	Super Scientists & Innovative Inventors At our annual Science Celebration, we will be presenting: Class publishing on a Super Scientist or Innovative Inventor linked to our science topics this year. A class project to demonstrate our science skills: curiosity, experimentation, observation, invention.	Year 1: Ball skills (Racket, bat and ball) Develop pushing (dribbling) a ball with a racket: Introducing control • Explore hitting and develop pushing a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with accuracy and power. And Athletics (Twinkl) Year 2 Dance Explorers Responding to stimuli • Developing our motif with expression and emotion • Applying choreography in our motifs • Extending our motifs • Sequences, relationships and performance And Athletics (Twinkl)	How Should We Care For Others and The World, and Why Does it Matter? Christians/ Muslims & Jewish (Living) Give examples what Jesus said about the importance of people Describe how Mother Teresa have put their beliefs into action Give their own answer to the unit question, giving simple reasons for their answers	Music	Art – The Romantics Water colour painting – Turner and the Sea Know the work of famous British painter JMW Turner Understand how to use watercolour paint effectively Create a seascape painting using multiple paint techniques	Changing Me Year 1: Identify the parts of the body that make boys different to girls and can use the correct names for these. Respect my body and understand which parts are private. Year 2: Recognise the physical differences between boys and girls, use the correct names for parts of the body. Appreciate that some parts of my body are private. Say what I like/don't like about being a boy/girl.	Year 1 Superheroes: Pitch Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance. Year 2: 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).	See the Trip Planner document: Trip Planner.docx



							Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate.	
--	--	--	--	--	--	--	--	--





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	Year 1: Ball skills (Racket, bat and ball) Develop pushing (dribbling) a ball with a racket: Introducing control • Explore hitting and develop pushing a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with accuracy and power. And Athletics (Twinkl) Year 2 Dance Explorers Responding to stimuli • Developing our motif with expression and emotion • Applying choreography in our motifs • Extending our motifs • Sequences, relationships and performance And Athletics (Twinkl)	Who is Jewish and What Do They Believe? (Believing) Know how the mezuzah at home reminds Jewish people about God (A3). Ask good questions about how Jewish artefacts are used and their meaning Talk about how Shabbat is a special day of the week for Jewish people Give some examples of what Jewish people might do to celebrate Shabbat. Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.	Music	DT – Constructing a windmill	Changing Me Year 1: Identify the parts of the body that make boys different to girls and can use the correct names for these. Respect my body and understand which parts are private. Year 2: Recognise the physical differences between boys and girls, use the correct names for parts of the body. Appreciate that some parts of my body are private. Say what I like/don't like about being a boy/girl.	Year 1 Superheroes: Pitch Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance. Year 2: 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).	See the Trip Planner document: Trip Planner.docx



							Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate.	
--	--	--	--	--	--	--	--	--





Years 3 and 4 (Cycle A)

Summer 2nd half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Spanish	Trips
Ancient Egypt	Super Scientists & Innovative Inventors At our annual Science Celebration, we will be presenting: Class publishing on a Super Scientist or Innovative Inventor linked to our science topics this year. A class project to demonstrate our science skills: curiosity, experimentation, observation, invention.	Tennis (Year 3) • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game • Introduce the racket • Introduce the forehand Year 3 Athletics Explore running for speed • Explore acceleration • Introduce/develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump And Year 4 Tennis Develop running at speed • Exploring our stride pattern • Exploring running at pace • Running for distance • Javelin • Standing Triple Jump Year 4: Athletics Develop running at speed • Exploring our stride pattern • Exploring running at pace • Running for distance • Javelin • Standing Triple Jump	Why is the Bible so important for Christians today? (Believing) Describe what Christians and/or people from other religions believe makes their book sacred or holy. Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' Describe some things that Christians find helpful about reading their Bible? Look for similarities & differences between their own ideas about God and some Christian ideas. Find out more about the ways Christians think of God and see the world. Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation. Describe Jesus' teaching about forgiveness.	-	DT Digital World Electric Charms- Pouches Problem solving by suggesting potential features on a Micro:bit Justifying my ideas. Develop design ideas for a technology pouch. Draw and manipulate 2D shapes, using computer-aided design, to produce a point-of-sale badge. Use a template to cut and assemble the pouch. Following list of design requirements. Select and use the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch. Apply functional features. Analyse and evaluate an existing product. Identify the key features of a pouch.	Changing Me Year 3 - Understand that in animals and humans lots of changes happen (when babies grow). Explain feelings about a new baby and how to nurture a baby. Understand girls' and boys' bodies need to change when they grow up. Recognise stereotypical ideas about parenting and family roles. Identify what I am looking forward to in Year 4. Year 4 – Understand personal characteristics from my birth parents. Describe how a girl's body changes. Know strategies to cope with physical and emotional changes. Know how the circle of change works. Identify changes outside of my control.	-	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 3 and 4 (Cycle B)

Summer 2nd half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
Roman Britain (Geography focus) Develop a chronologically secure understanding of British history just before and during the Roman invasion and conquest. Understand how our knowledge of the past is constructed from a range of sources.	Super Scientists & Innovative Inventors At our annual Science Celebration, we will be presenting: Class publishing on a Super Scientist or Innovative Inventor linked to our science topics this year. A class project to demonstrate our science skills: curiosity, experimentation, observation, invention.	Year 3 Athletics Running; Throwing and Jumping And Year 4 Tennis Develop running at speed • Exploring our stride pattern • Exploring running at pace • Running for distance • Javelin • Standing Triple Jump Year 4: Athletics Develop running at speed • Exploring our stride pattern • Exploring running at pace • Running for distance • Javelin • Standing Triple Jump	How do family life and festivals show what matters to Jewish people? (Living) Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. Describe how Jewish people show their beliefs through worship in festivals, both at home and in the community. Explore and suggest ideas about what is worth celebrating and remembering for Jewish people and in pupil's own lives.	Programming – Repetition in Games (Scratch) list an everyday task as a set of instructions including repetition Use an indefinite loop to produce a given outcome. Use a count-controlled loop to produce a given outcome. Plan a program that includes appropriate loops to produce a given outcome. Recognise tools that enable more than one process to be run at the same time (concurrency). Create two or more sequences that run at the same time.	Art – Abstract Expressionism – Painting and Sculpture Know the historical context and some key artists of the Abstract Expressionism movement Use intention and movement to create expressive paintings Create a variety of stable, sturdy sculptures from different materials	Changing Me Year 3 - Understand that in animals and humans lots of changes happen (when babies grow). Explain feelings about a new baby and how to nurture a baby. Understand girls' and boys' bodies need to change when they grow up. Recognise stereotypical ideas about parenting and family roles. Identify what I am looking forward to in Year 4. Year 4 – Understand personal characteristics from my birth parents. Describe how a girl's body changes. Know strategies to cope with physical and emotional changes. Know how the circle of change works. Identify changes outside of my control.	Computing	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 5 and 6 (Cycle A)

Summer 2nd half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
Children's Lives in WW1 & WW2 Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within the periods they study Note connections, contrasts and trends over time - 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 an aspect in British history that extends pupils' chronological knowledge beyond 1066 T	Super Scientistists	Year 4&5: Net/Wall Year 5Tennis - Introduce/develop the volley - Controlling the game from the serve - Doubles: Understanding and applying tactics to win a point - Refine shooting Year 4&5 Athletics (Year 5) - Finishing a race - Evaluating our performance - Sprinting: My personal best - Relay changeovers - Shot Put - Introducing the Hurdles Year 5&6: Net/Wall Year 6 Tennis - Consolidate doubles - Game application - Game application, mixed ability doubles, round robin games Year 5&6 Athletics (Year 6) - Running for speed competition - Running for distance competition - Throwing competition - Jumping competition - Level 1 Athletics Competition	What Difference Does It Make To Believe In Ahimsa, Grace And Ummah? (Living) Christianity, Hinduism, Islam.	Programming – Sensing Movements (Microbits (Years 5&6))		Changing Me Year 5: Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Identify what I am looking forward to when I am in Year 6. 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.	tbc	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. - Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: - talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. - identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx





Years 5 and 6 (Cycle B)

Summer 2nd half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Spanish	Trips / Visitors
The Vikings Understand the impact of the Viking era on Britain today. Gain understanding of how historical sources can shape our impression of a civilization. Answer key question with details from the unit of work.	Super Scientists & Innovative Inventors	Year 4&5: Net/Wall Year 5 Tennis - Introduce/develop the volley - Controlling the game from the serve - Doubles: Understanding and applying tactics to win a point - Refine shooting Year 4&5 Athletics (Year 5) - Finishing a race - Evaluating our performance - Sprinting: My personal best - Relay changeovers - Shot Put - Introducing the Hurdles Year 5&6: Net/Wall Year 6 Tennis - Consolidate doubles - Game application - Game application, mixed ability doubles, round robin games Year 5&6 Athletics (Year 6) - Running for speed competition - Running for distance competition - Throwing competition - Jumping competition - Level 1 Athletics Competition	What Difference Does It Make To Believe In Ahimsa, Grace And Ummah? (Living) Christianity, Hinduism, Islam. Continued from Summer 1	Music	Art – Contemporary Artists		Composing and performing a Leavers' song (Year 6) Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.	Listening skill: understand and respond to familiar spoken words, phrases and sentences. - understand basic classroom instructions. - hear and learn about the different sounds in Spanish. Speaking skill: - communicate with simple questions and phrases using correct pronunciation. Participate in and enjoy and sing some Spanish songs. Reading skill, - recognise and understand some familiar words and phrases in written form. - confident in reading aloud, and in using reference materials. Writing skill, - write some familiar simple sentences and words using a model and write some familiar words from memory. Intercultural skill: -talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. -identify similarities in traditional stories/ songs.	See the Trip Planner document: Trip Planner.docx

