

BUXTON PRIMARY SCHOOL

Overview of Topics: 2015/16 (year 2 of two year rolling programme)

Year Group	Autumn	Spring	Summer
Foundation	<p>Staying safe in school</p> <p>SEAL - Getting On and Falling Out</p> <p>PSED - Building relationships</p> <p>All About Me - my family and friends, who helps me at school</p> <p>Seasons - changes</p> <p>Celebrations - Diwali, Hannukah, Christmas</p> <p>Counting, ordering, ordinal numbers</p>	<p>Traditional Tales - storytelling, sequencing, drama, adjectives</p> <p>Comparing sizes, height</p> <p>Properties of 2D shapes</p> <p>Collecting mathematical data</p> <p>Patterns, time</p> <p>PSED - making choices, teamwork</p> <p>Growing beanstalks</p> <p>Traditions and cultures - Chinese New Year, Shrove Tuesday, Easter story</p> <p>Animals - minibeasts and lifecycles</p> <p>Forest Schools</p>	<p>Animals - sea creatures/nocturnal</p> <p>Space - environments, protecting our planet/recycling</p> <p>Writing for different purposes</p> <p>Addition and subtraction</p> <p>Doubling, halving and sharing</p> <p>Estimating</p> <p>2D/3D shapes</p> <p>Money</p> <p>Measuring length, weight, capacity</p> <p>Around the World - traditions in other countries, learning about different countries, flags</p> <p>Forest Schools</p>
Science			
Y1	<p><u>Materials:</u></p> <ul style="list-style-type: none"> - looking at properties of materials, describing and sorting them. - brief look at magnetic/non-magnetic and floating and sinking. - investigating the best material to use for a fridge. - develop basic observation, questioning and investigation techniques. 	<p><u>Ourselves:</u></p> <ul style="list-style-type: none"> - living and non-living things - look at our own bodies and how they change - naming and labelling body parts and beginning to look at how they are used - the five senses <p><u>Weather and Seasons:</u></p> <ul style="list-style-type: none"> - investigating the sun and shadows - the four seasons (naming and describing changes) - weather in the UK (daily and seasonal changes) - using simple equipment to measure (hibernation/migration planned but not covered) 	<p><u>Plants and Animals</u></p> <ul style="list-style-type: none"> - naming a variety of plants and animals (animal groups, deciduous/evergreen trees, herbivores/carnivores/omnivores) - labelling parts of animals and plants (inc trees) - basic lifecycles (butterfly, frog etc) - animals and their young - basic introduction to how plants grow and change, what they need through investigation and observation. -growing beans
Y2	<p>Plants, animals and other living things;</p> <ul style="list-style-type: none"> • name the different parts of plants • plant a seed and think carefully about the needs of the seed • monitor the growth of my seed and record the results 	<p>Our bodies;</p> <ul style="list-style-type: none"> • understand how we need exercise to stay healthy and can record what happens to my body when I exercise. • Know each of the food groups • realise how food groups can benefit our bodies. • understand the importance of personal hygiene. 	<p>Materials;</p> <ul style="list-style-type: none"> • choose suitable materials based on their properties. • make, adapt and follow plans • carry out an experiment • talk about results and write a conclusion

	<ul style="list-style-type: none"> talk about the life cycle stages and development of a frog. recall the basic needs of animals and pets 	<ul style="list-style-type: none"> understand that medicines are to make us better but can also harm us 	<ul style="list-style-type: none"> make adaptations to my experiment]use materials for different purposes describe common and uncommon materials
Y3	<p><u>Light:</u> 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 a solid object Find patterns in the way that the size of shadows change.</p>	<p><u>Animals & Humans</u> (nutrition, skeletons, muscles, environmental change).</p> <ul style="list-style-type: none"> Identify that animals and humans need different types of nutrition, classify living things, learn how changing environments affect living things. Learn about the different food groups needed for Health and well being. Design a healthy diet. Measure how exercise effects and changes our bodies. <p><u>Rocks & Soils:</u> 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.</p>	<p><u>Plants:</u> 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.</p> <p><u>Magnets & Forces (briefly)</u> Compare how things move on different surfaces Notice that some forces need contact between 2 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 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
Y4	<p><u>Electricity:</u> 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</p>	<p><u>Living things and their habitats</u> Recognise that things can be grouped in a variety of ways Explore and use classification keys (Forest Schools) Identify and name a variety of living things in local and wider environment Recognise that environments can change and this can sometime pose danger to living things (food chains)</p> <p><u>Animals & Humans</u> (nutrition, skeletons, muscles, environmental change).</p>	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> Comparing and grouping materials, heating and cooling materials to see the changes of state. Measuring in temperature. <p><u>Sound:</u> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel</p>

	<p>in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<ul style="list-style-type: none"> ○ Identify that animals and humans need different types of nutrition, classify living things, learn how changing environments affect living things. ○ Learn about the different food groups needed for Health and well being. ○ Design a healthy diet. ○ Measure how exercise effects and changes our bodies. <ul style="list-style-type: none"> ○ Finding how sounds are made, finding patterns in sounds. <p>Year 4 only: <u>Animals including humans</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions</p>	<p>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.</p>
Y5	<p><u>Forces:</u> Investigate gravity as a force that gives objects weight. Measure the effect of this on objects. Understand Newton's Third Law of Motion and describe the forces that act on structures by building a small structure. Investigate the force of friction through a fair test involving a toy car and a ramp. Conduct own experiment into the effect of air resistance on objects.</p>	<p><u>Materials and Their Properties:</u> Investigate the properties of materials. Investigate the solubility of different materials including paper and cloth. Experiment with separating materials. Investigate thermal conductivity and insulation. Use tables to collect and collate data from these. Understand the difference between reversible and irreversible changes. Investigate heating and burning in the context of reversible/irreversible changes. Design a new material based on this knowledge. <u>States of Matter:</u> Understand that matter exists in three states: solid, liquid and gas. Know about the water cycle and how it relates to the three states of matter. Understand that water can evaporate and condense. Carry out a fair test to investigate evaporation and the factors that affect this. Understand the relationship between oxygen and carbon dioxide. <u>Earth & Space:</u> Understand the relative distances between the Earth, Moon and Sun (by measuring and calculating distances). Explain why there is day and night. Describe the phases of the moon. Understand the constellations and star formations. Know about planets that make up the solar system and their order from the Sun.</p>	<p><u>Living things and their habitats:</u> Identify parts of a flower.</p> <ul style="list-style-type: none"> • Give one difference between sexual and asexual reproduction. • Describe ways plants can be pollinated. • Identify plants that reproduce asexually. • Describe ways to grow new plants other than from seed. • Identify the stages in the process of sexual reproduction. • Identify different types of mammals. • Give three facts about Jane Goodall. • Describe threats faced by chimpanzees. • Identify familiar animals that undergo metamorphosis. • Order the stages of the life cycles of mammals, birds, insects and amphibians. <p><u>Humans:</u> Name and compare the different stages of the human life cycle. Describe the changes as a baby develops to old age. Investigate the changes in proportion between a child and an adult (to include ratio). Identify physical and emotional changes that take place at adolescence and understand puberty.</p>

Y6	<p><u>Light:</u> (straight lines / eyes) – linked to artists topic (how does light affect art? How to create shadow / light in art). LO's: Objects are seen because they give out/reflect light into the eye. Why shadows have the same shape as the objects that cast them.</p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> 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. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Record using scientific diagrams. Use diagrams to create working circuits. 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. Plan scientific enquiries to answer questions, including recognising and controlling variables Record results using scientific diagrams and report findings. 	<p><u>Evolution & Inheritance</u></p> <ul style="list-style-type: none"> 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 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments <p><u>Also: Y6 revision of previous topics for KS2 assessment</u></p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> 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 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. identify animals and plants that live in parts of Europe to link to our topic. <p><u>Human circulatory system</u></p> <p>Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Report findings, including explanations, in oral form.</p> <p>Use scientific diagrams. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Describe the way in which nutrients and water are transported within animals, including humans. Report findings in written form such as displays and presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments. Plan scientific enquiries, including recognising and controlling variables where necessary. Take measurements with increasing accuracy and precision</p> <p>Record results. 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</p>
History			
Y1	<p><u>Then and Now:</u> - looking at and comparing the lives of their (great-) Grandparents to their own lives.</p>	None	<p><u>Significant People and Events in History (short unit):</u></p> <ul style="list-style-type: none"> Gaining understanding of history (a very long time ago, a long time ago, recently)

	<ul style="list-style-type: none"> - observing changes through time for houses, toys, holidays and Christmas. - brief studies of some significant people and events (Guy Fawkes, invention of the fridge, how communication has changed) - Remembrance Day - looking at, describing and comparing photos and artefacts - asking questions to find things out 		<ul style="list-style-type: none"> and introducing basic timelines. - Learning about The great fire of London, the titanic, FlorenceN, Nelson Mandela and the queen. - Using different sources to find out, artefacts, asking historical questions, showing understanding in a variety of ways (practical and written)
Y2	<p>Castles</p> <ul style="list-style-type: none"> • identify different features of a castle • label a Norman castle • recognise people from history who lived in castles • know who the 'Normans' were • talk about important events (in chronological order) during the Normans period • write about the Battle of Hastings • write about a battle from the point of view of a soldier • find out about the Bayeux tapestry <p>Victorians</p> <ul style="list-style-type: none"> • use a range of sources to find out about a period of history. • identify differences between ways of life at different times and people. • imagine what life was like for a poor Victorian child at work. • Recognise the difference that Florence nightingale made in hospitals • understand that a lot of Christmas Traditions originated during the Victorian era 	<p>Lord Nelson</p> <ul style="list-style-type: none"> • think about what a 'Hero' is to me • use sources available to use to find out information about the past • identify key dates and facts from Lord Nelsons life • create a time line • make comparisons between then and now • imagine what life was like onboard Nelson's ship • use my imagination to make decisions as a historical leader • list Nelsons achievements in chronological order 	none
Y3/4	<p>Anglo Saxons – Britain's settlements</p> <ul style="list-style-type: none"> • Define the terms invaders and settlers • Place significant dates concerning the invasion of the Anglo-Saxons on a timeline of British history • Discuss why invasions are not always unpopular and why settlers are not always welcome • List the basic needs that a new settlement should provide • Understand how local resources can be used by a settlement 	<p>Post 1066 Inspirational People</p> <ul style="list-style-type: none"> • Discuss as a class what inspiration means and how someone can become an inspiration to another person • Create a mind map to list the qualities or values of inspirational people and explain why these are important/ relevant • Explain the different ways in which inspirational people can affect others' lives and that they can come from any walk of life • Using an example that you know, describe who has inspired your own life and explain how they have done it and why you think that has inspired you 	

	<ul style="list-style-type: none"> • Interpret and draw sketch maps • Describe the food and drink that the Anglo-Saxons grew, raised, hunted and prepared • Explain some of the difficulties Anglo-Saxon farmers experienced • Discuss how healthy the diet of Anglo-Saxons was • Describe the materials and techniques used by Anglo-Saxons for their buildings • Design and make a model of an Anglo-Saxon building following a template and using a variety of materials to represent the building • Explain the position of warriors in Anglo-Saxon society. • List the weapons that were used by Anglo-Saxon warriors. • Design and make their own Anglo-Saxon shield. • Explain that the Anglo-Saxons were pagans when they first invaded Britannia • Understand that the Romans had introduced Christianity to Britannia • Research and describe an Anglo-Saxon god or goddess • Make an Anglo-Saxon amulet • Describe the Anglo-Saxon system of courts and punishment • Show empathy for the Anglo-Saxon system of justice through role play 	<ul style="list-style-type: none"> • Discover who Nelson Mandela was and consider the different ways in which he inspired people around the world in an attempt to understand the way he lived his life <ul style="list-style-type: none"> • Use a range of sources including the internet and video to learn about apartheid in South Africa and how this affected the daily lives of black and white people in very different ways • Create a timeline of events in South Africa to include the significant events and actions of Nelson Mandela to show why he is an influential person <ul style="list-style-type: none"> • Through video, discussion and written information learn about the life of Malala Yousafzai and how she has become an influential person • Discuss the social, ethnic, cultural and religious diversity of Pakistani society to compare it to our own to gain an understanding of differences in world history • Explain how a young person such as Malala Yousafzai has been a positive influence in order to compare some of the times studied with those of other areas of interest around the world. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history - school visitor – Dr. Becky • Talk about world events such as the Ebola crisis to be able to suggest causes and consequences of a main event and changes in history through a primary source – visitor and internet research 	
Y5/6	<p><u>Local study / themed study post 1066</u> – artists through time. Norfolk and UK. History of art (local – Norfolk / UK) Learning historical ideas from paintings. From the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced artistic works. Understand historical concepts such as change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, , frame questions and create their own structured accounts, including written narratives understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and learn about how and why contrasting arguments and interpretations of the</p>	<p><u>Roman Empire</u> Know about the Roman Empire and its impact on Britain, Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army and the ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture (in-cluding art) and beliefs, including early Christianity.</p> <p>I can recall key facts about the invasion of Britain and explain the spread of the Roman Empire. To understand why the Romans built new roads in Britain, know where some of the main roads ran to and from and know how the roads were made. To understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made. To describe who Emperor Hadrian was, say when, how and</p>	none

	<p>past have been constructed. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history; between cultural, economic, religious and social history; and between short- and long-term timescales.</p> <p>History of music (2nd half of term) – until modern day – creating a rap to express emotion / life. How art and music has shaped the nation and how Britain has influenced artistic works. Contrasting interpretations of art and music from the past. Ordering events in time. Looking at differences in local and national artists, creating fact files and comparing ideas from different artists.</p>	<p>why he built a wall and explain the features of the wall. To understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. To explain what Roman Baths were and know about the different amenities they contained.</p>	
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Geography

Y1	None	<p><u>Explorers:</u></p> <ul style="list-style-type: none"> - exploring maps, globes and atlases - investigating and comparing different places in the world (namely hot and cold), - learning about the equator and the north/south poles. - using geographical vocabulary to compare somewhere in the UK and somewhere else in the world. - identifying human and physical features of places. - representing work in simple tables, postcards, through role play and drawings. 	<p><u>Brilliant Britain:</u></p> <ul style="list-style-type: none"> - investigating and comparing the four countries of the UK and their capital cities. - identifying the 4 countries of the UK on a map. - locating and naming the surrounding seas of the UK. - introduction to compass directions and locational language in regards to basic maps
Y2	none	<p>Our world and the oceans</p> <ul style="list-style-type: none"> • use maps to name and locate the countries of the uk and seas surrounding the UK • name the 5 oceans and 7 continents of the world • locate 5 oceans and 7 continents on a world map • use a maps to find countries and continents 	<p>Asia</p> <ul style="list-style-type: none"> • Refer to key physical features • Refer to key human features • Ask and answer geographical questions and compare japan to the UK. • Identify key features of places in Asia to say if they are rural or urban • Devise a simple map. <p>Norfolk</p> <ul style="list-style-type: none"> • Locate basic physical features on a map • Use simple grid references • Use observational skills to study our local area • Identify land use around the school.

Y3/4	None	<p>Countries and weather</p> <ul style="list-style-type: none"> - Use maps and globes to identify the Equator, Northern and Southern hemisphere, tropics of Cancer and Capricorn. -Identify countries in the northern and southern hemisphere and mark on a blank map of the World. -Learn how to use coordinates and keys to read maps and identify geographical human and physical features. -Answer geographical questions -Use ICT / books, travel guides as wells as a number of other sources to research facts about a country and present findings to the class. -Create an interesting non-fiction text (leaflet) about a country to show their findings. -Present to the class their findings and compare my findings with others in relation to the position of their country and the Equator. -Identify the position of the Arctic and the Antarctic Circle using a globe and Atlas. -Write an explorers diary to describe the human and physical features of Antarctica and compare to life at home in the UK. -Design a poster to show understanding of how we must protect the polar regions. -Use ICT in groups to research climate and weather in the tropics and present a weather forecast to the class. -Discuss the difference between weather in the tropics and compare to the UK. 	<p>Overview of the Americas and Europe</p> <ul style="list-style-type: none"> -Learn about the Prime Meridian and why it was needed link to science light and shadows. -Use clocks to identify the time in different countries. -Complete a comic strip with time zones and counties to show and explain what people are doing around the world at different times whilst we are sleeping in the UK. -Recap on continents from year 2 and identify. -Use maps and atlases to locate countries in North and South America and identify on a blank map. -Use a key in atlases to identify capital cities in N & S America. -Learn to use a key to identify significant rivers and higher ground in N & S America. -Write a diary entry as an explorer to show understanding of the landscape and climate in south America showing comparisons to the UK. - Write a persuasive letter to show understanding of land use patterns of the Rainforest and explain reasons why they have changed over time -Collaboratively with others piece together a jigsaw puzzle of Europe, alongside using an atlas and identify the countries and surrounding bodies of water. -Use the internet to investigate the key European rivers and mountains, -Research a chosen capital city in Europe using ICT and travel guides and then create a poster to persuade travellers to visit there - posters to include famous landmarks of the capital cities -Learn to read weather charts fro different European counties and draw people visiting that country to identify the need different clothes depending on the season/climate.
Y5/6	none	<p><u>UK Weather</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom; Describe and understand</p>	<p><u>Region of Europe:</u> Focus on overall geography of Europe, then Italy.</p> <p>Understand geographical similarities and</p>

		<p>human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☑ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>differences through the study of human and physical geography in a region in a European country; Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Look at European seas and oceans, following currents and how European countries are linked.</p> <p>European Union Referendum debate and how this will affect both our and other European countries.</p>
Year Group	Autumn	Spring	Summer

Design & Technology			
Y1	<p><u>Toys:</u></p> <ul style="list-style-type: none"> - evaluating current toys and beginning to think about target audiences. - drawing simple designs and put together a simple idea. - joining materials, considering finishes. - evaluating a finished product. 	<p><u>Food (Dips and Dippers):</u></p> <ul style="list-style-type: none"> - making a healthy snack - discussing healthy eating and food hygiene. - designing a snack - using simple tools for preparing food. - cutting, peeling and grating ingredients. - measuring and weighing ingredients. - assemble ingredients 	<p><u>Moving Pictures (linked to Brilliant Britain topic):</u></p> <ul style="list-style-type: none"> - look at examples of different mechanisms (lever, pivot, hinge, slide) for movement in books and toys. - make examples of moving pictures that use those mechanisms to practise skills. - develop a design idea to make a moving picture about a country in the UK. - use tools safely and join materials for effect. - strengthen materials/choose materials for purpose with support. - evaluate a product.
Y2	<p>Castles</p> <ul style="list-style-type: none"> • create a detailed drawing of a Norman castle 	<p>Food around the world;</p> <ul style="list-style-type: none"> • cut peel and grate fruit and vegetables safely and 	<ul style="list-style-type: none"> •

	<p>and include labels</p> <ul style="list-style-type: none"> • create a plan of a motte and bailey castle • work as a group to build the landscape for our castle • use mod roc to make the landscape solid • work as a group to paint the landscape • build and paint our castle and other features- considering human and physical features • experiment with different materials, heights and joins <p>Sewing</p> <ul style="list-style-type: none"> • making and sewing Christmas bookmark 	<p>hygienically.</p> <ul style="list-style-type: none"> • Explore how smoothies have been created • Measure and weigh ingredients for a smoothie using cups or electronic scales. • Use the basic principles of a healthy diet to design and prepare a smoothie. • Evaluate the taste and suggest improvements. 	
Y3/4	<p><u>Forest schools</u> Exploring woodland art. Using different natural materials and joining using a variety of knots in different scenarios. Creating materials when developing imaginative scenes to interact with as part of a group or individually. Building dens / shelters out of natural materials.</p>	<p>Healthy living – cooking</p> <ul style="list-style-type: none"> • To consider the different needs of different people through examination of the Eatwell plate and apply knowledge to suggest healthy alternative food choices • Work collaboratively to group foods together according to type using a card sorting exercise • Learn about the food needs of different people through class discussion and powerpoint presentation to understand likes and dislikes (vegetarians) religions, availability of food. • Learn how to keep an area hygienically clean before food preparation by observing hygiene rules and watching examples of suitable and unsuitable areas. • Read, understand and adapt recipes to included preferred ingredients and seasonal ingredients recording changes to amounts in books and re-writing ingredients list. • Measure ingredients to the nearest gram when following recipes to ensure accuracy. • Follow a recipe accurately to try new foods • Prepare and make savoury dishes including fruit salad and cous cous following the principles of a healthy diet. • Learn about food labelling, the information this provides and how it helps us make healthy choices by looking at a variety of food packets to compare information • Understand how food can spoil as well as ways to 	<p><u>Sculpture - clay - Totem Poles (North America link)</u></p> <ul style="list-style-type: none"> -Learn how to use clay mouldable material by joining two pieces of clay using a cross hatching technique. -Explore how to create different shapes and textures for effect using a range of materials found in everyday life. -Manipulate clay to create different shapes by rolling, squeezing, cutting, shaping. -Apply clay techniques to create own Totem pole sculpture designed in Art. -Use techniques taught to recreate a sculpture that combines shapes and patterns to convey feelings and expression of their personality. - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines to paint Totem poles using colours to represent their mood and personality. - Evaluate their product against their own design criteria and consider the views of others to improve their work.

		<p>prevent this. Consider the effect this can have on our bodies by recording varieties of poisons and effects.</p> <ul style="list-style-type: none"> • Learn about overall healthy living – not just related to food eaten but exercise too and consider how to make healthier choices in the way we cook and what we do so we can live in a better way. 	
Y5/6	<p><u>Mad Hatter Hats:</u> Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <ul style="list-style-type: none"> • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes and cross-sectional diagrams. • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs. <p>☐investigate and analyse a range of existing products ☐evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p><u>Roman Textiles</u></p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. <p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p> <ul style="list-style-type: none"> • Shape and stitch materials. Use basic cross stitch and back stitch. Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information and resources and present ideas imaginatively. Use the qualities of materials to enhance ideas. Comment on artworks with a grasp of visual language. 	<p><u>Olympic Trophies:</u></p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. <p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p>

Art & Design Observational drawing developed each term in KS2.

Y1	<p>Comparing the work of famous artists</p> <ul style="list-style-type: none"> - Focus on impressionism (Monet) - Exploring different methods of painting (using finger painting to create pattern and texture.) - Took inspiration from Monet, Van Gogh, Monier - 	<p>Collage and textiles</p> <ul style="list-style-type: none"> - Used different materials to create individual pieces of art - Landscapes - Use ribbons, buttons, clips, paper, card, wood and so on. 	<p>Drawing</p> <ul style="list-style-type: none"> - Drawing lines of different thicknesses and sizes - Experimenting with tone and shading - Looked at pencil grades for effect - Use of charcoal and chalk to create mood.
Y2	<p>Design and create a castle</p> <ul style="list-style-type: none"> • different pencils to sketch from observation • Plan motte and bailey castle project • Paint with different sized brushes and paints to create effects on their castles. • Using dots and lines to add pattern for a motte and bailey castle art gallery picture. <p>William Morris</p> <ul style="list-style-type: none"> • use light and shade to sketch objects • use different Victorian techniques (scumbling, cross-hatching) • look at, explore and discuss the work of William Morris • create a tile in the style of William Morris • use printing to create a tile in the style of William Morris 	<p>Famous portrait artists</p> <ul style="list-style-type: none"> • look at and compare the work of famous artists • Vincent Van Gogh • Picasso • L.S Lowry • Seurat • use different media to create pieces of work in the style of these artists • mixing colours for effect and tone • create ocean inspired pictures (link to geog) 	<p>Terracotta Warriors – Clay</p> <ul style="list-style-type: none"> • To explore how the Terracotta Warriors design and collect visual information • Draw a warrior using pattern and texture by adding dots and lines • Create a colour wheel • Practice sculpting, rolling and carving techniques to mould a Terracotta Warrior. • Paint the sculpture neatly following the lines. <p>Landscape art</p> <ul style="list-style-type: none"> • Look at and compare the work of famous artists, Van Gogh, Monet, Constable, Cezanne, O’Keefe. • Develop different shading techniques. • Use watercolours to paint a landscape of the local environment.
Y3/4	<p>Landscape/ seascape art</p> <ul style="list-style-type: none"> • Comment on artworks using visual language by examining a Nicholas Poussin painting (Landscape with a Calm). Discuss together what is shown in the painting and what they think the painting may be named and justify reasoning why. • Identify pictures of natural scenery as landscapes, those of the sea as seascapes and those of built up areas as cityscapes through the collection of printed information and technological resources for variety • Build up the background, middle ground and foreground of a landscape picture by developing ideas from a starting point to show that objects will appear differently 	<p>Inspirational artists</p> <ul style="list-style-type: none"> • Look at examples of masterpieces such as Van Gogh’s Starry Night and discuss using visual language to identify background, middle ground and foreground objects • Look at the artistic painting style of Van Gogh to identify brush strokes and techniques by examining the marks left on the canvas through copied images • Examine a small section of Starry night in order to sketch using pencils the detail from their section • Examine the colour wheel to identify the colours used in Starry Night and to mix colours effectively to re-create what they see • Paint a small section of a Van Gogh masterpiece using paint in similar colours and copying brush strokes to 	<p><u>Clay/Totem poles -</u></p> <ul style="list-style-type: none"> -Use ICT to research and collect information on Totem pole to develop artistic ideas. -Annotate research found by commenting on visual artworks including pattern, colours, style, symbols, shapes. -Using the influence of other ideas draw and design their own original Totem pole design related to their own personality. -Pencil draw sketching lightly and add detail using shading to show light and shadow as well as hatching and cross hatching to show tone and texture. -Discuss their chosen design with others giving

	<p>sized depending where they are in the image using paper and other collage materials</p> <ul style="list-style-type: none"> Follow the rule of thirds by dividing up an image to create an off-centre focal point using IWB as a tool Experiment with watercolour paint to produce background washes by altering and adjusting the amount of water to paint ratio Use thick and thin brushes with watercolour paints to produce shapes, textures and patterns in order to create a sense of perspective Add salt to watercolour washes to create different textures as a focal point to an image Look at a variety of land and seascape images using ICT technology to collect information and resources in order to plan own image Sketch initial land/ seascape image, adapting and refining ideas to create a unique piece of work using previously taught sketching skills and a range of pencils Mix colours effectively using different amount of paint colour to water ratios to create chosen colours for painting. <p>Create weavings</p> <ul style="list-style-type: none"> Gain a basic understanding of how weavings are created through looking at physical examples made from paper, textiles and mixed media Develop ideas from a starting point using resources including the Bayeaux Tapestry to refer to in order to create a simple woven paper design Observe how to measure and cut materials accurately, considering the direction, depth and angle of each cut in paper to ensure consistency of a repeating pattern Follow a planned pattern to create repeated layers of colour to show distinctive lines of woven paper Learn through use, the technical vocabulary involved in weaving – the warp and the weft Using paper, accurately measure and cut strips for the weft in order to weave onto the warp frame 	<p>replicate the images seen in order to build a whole class re-creation of the work</p> <ul style="list-style-type: none"> Learn about the cubism movement of art through examination of images of works by Pablo Picasso on IWB Discuss as a class the differences in works between VVG and PP, examining the styles, techniques, subject and materials used. Create two crayon portrait images of a friend before cutting to rearrange in a Picasso cubism-style image Learn about the surrealism movement by examining images of works by Salvador Dali on IWB Discussing as a class the differences between previously studied works by VVG and PP to compare and contrast styles, techniques, subject and materials used. Use paper templates provided as a starting point to plan a surrealist image in sketch books Select and arrange a variety of paper materials for a striking effect to create a collage in a surrealism style Learn about the impressionism movement through discussion of works by Monet. Compare and contrast in discussion the differences with previous artistic movements Using finger painting technique as a method to re-create “Bridge” by Monet using colour copies on tables and IWB for reference and inspiration Learn about Pop art as a movement, through class discussion. Identify the differences in medium, style, technique and subject between this and other movements Draw simple image on a folded into four piece of paper. Use tracing paper to re-create this image onto the other three section using pencil. Colour each picture in differently to re-create the pop art style using only four colours for the whole image but colouring each image differently To learn about abstract art through examination and class discussion of artwork by Kandinsky. Compare and contrast his works with that of previously taught movements to identify similarities and differences through discussion Collage a “circles” style piece of art using a variety of coloured paper cut into circles and stuck using glue to create a layered effect. <p>Year 3 - Create a brightly coloured spring related picture for</p>	<p>reasons for their choices.</p> <p>Digital media -</p> <ul style="list-style-type: none"> Learn about composition and framing by deciding what to leave in / out of the picture. Use knowledge to create a sun picture using natural found items and deciding on angle, background, position in the frame, portrait or landscape. Children record explanation of their design ideas onto sound buttons to share with others. Learn how to use digital camera safely and its features - e.g. Zoom, focus, flash. Learn about Focus and find items on treasure hunt using previously taught framing considerations to take picture. Identify letters of the alphabet in everyday life objects and take pictures using digital cameras.
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	<ul style="list-style-type: none"> Plan a woven piece of work using mixed media and textiles by drawing the design into sketch books and labelling Weave planned design by selecting appropriate materials to create a finished product to go on display 	<p>display in the style of Ted Harrison using a range of thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Year 4 - create a spring related image in the style of pop-art using water colour paint to produce washes for background and then add detail - using a range of thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p><u>Year 3/4- Printing</u></p> <p>-Create printing block from string and wood – either wrapped or VERY simply drawn and stuck design.</p> <p>-Use printing block to make precise repeating patterns to create a Mother's day card.</p> <p>Individual Artist study - Kandinsky and Warhol;</p> <p>-Listen to music and experiment with creating mood and colour.</p> <p>-using drawing techniques, including montage/overlapping, children recreated geometric patterns, shapes and lines to replicate techniques used by Kandinsky.</p> <p>-Comment on artwork by Warhol using visual language to develop ideas for starting points.</p> <p>-Use ideas to recreate an original Warhol inspired piece by mixing colours and using paint to produce backwashes and add detail.</p>	
Y5/6	<p><u>Coastal Art:</u></p> <p>Develop and extend ideas from starting points throughout the curriculum.</p> <ul style="list-style-type: none"> Use the qualities of materials to enhance ideas. Comment on artworks with a grasp of visual language. Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. Create sketch books and use 	<p><u>Roman Art / Mosaics / Textiles:</u></p> <ul style="list-style-type: none"> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Shape and stitch materials. Use basic cross stitch and back stitch. Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information and resources and present ideas imaginatively. Use the qualities of materials to enhance ideas. Comment on artworks with a grasp of visual language. <p>Create own artworks based on ideas from others.</p>	<p><u>Olympic Trophies</u></p> <ul style="list-style-type: none"> Shape materials. Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information and resources and present ideas imaginatively. Use the qualities of materials to enhance ideas. Comment on artworks with a grasp of visual language. <p>Use of wire mesh, lengths of wire, mod roc and paint to create final designs.</p> <p>Evaluation of designs and final product comparing to their original ideas.</p>

	<p>different harnesses of pencils to show line, tone and texture. • Annotate sketches to explain ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use some techniques to add interesting effects.</p> <p>• Use some techniques to depict perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Christmas Production art (Alice in Wonderland figures / back drops etc). Christmas fayre creations.</p>		
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Y1	<p><u>Light and Special Places:</u></p> <ul style="list-style-type: none"> - why churches are special places for Christians and how they are used (visit the church). - reflecting on places that are special to me. - Christian celebrations/events that use light (advent, baptism, church) 	<p><u>Old Testament Stories:</u></p> <ul style="list-style-type: none"> - linking the Old Testament to Christian and Jewish faiths. - Key stories looked at: Noah's Ark, Joshua and the walls of Jericho, David and Goliath, Daniel in the Lion's Den. - Looking at symbols and morals used in stories - Discussing why they are important - responding and reflecting on puzzling questions about religious stories. 	None
Y2	<p>Religious Music</p> <ul style="list-style-type: none"> • Listening with concentration to religious chants • Imagine life as a medieval choir boy • Create my own medieval chant 	<p>Inspirational people</p> <ul style="list-style-type: none"> • Share qualities of people I admire • Study the Dali Lama and explain why he is an inspirational person • Study Ghandi and explain why he was an inspirational person. • Study Malala and to explain why she is an inspirational person. 	<p>Multiculturalism and diversity (Buddhism)</p> <ul style="list-style-type: none"> • Understand the significance of Buddha to Buddhists • Compare Buddhist and Western worship practices • Study Buddhist artefacts • Compare Buddhist and western places of worship • Compare festivals of different religions <p>Christianity</p> <ul style="list-style-type: none"> • Share views on what god is • Know some people are Christian. • Know that the cross is special and think about what is special to me • Know why Christians have their children baptised.
Y3/4	Buddhism	<u>Inspirational People;</u>	<u>Belonging, Family, community & the World ;</u>

	<p>Buddhism</p> <ul style="list-style-type: none"> • Re-write the story of the life of Buddha using pictures and previous telling to explain in their own words • Discuss the changes that Siddhartha Gautama underwent during the course of the story • Identify and explain the key moral messages that the story tries to explain • Draw a poster to highlight the four Noble truths and explain their importance to them as individuals. • Use the eightfold path to explain the way Buddhists should live their lives and how they have followed this path in their own lives with written examples in books • Discuss the term "Karma" as a class • Match together causes and effects of behaviours based on Karma and relate this to actions in their own lives - can they give real world examples? • Use the story of Jeanne to explain "Metta" as loving-kindness and discuss who in their lives may have Metta. Explain how they could have more Metta in their own lives. • Understand the meaning of the term Shrine and how this relates to Buddhism and holy worship. Design own shrine explaining rules and importance of location and what is included. <p>Sikhism</p> <ul style="list-style-type: none"> • Learn about the beliefs that Sikhs hold based on their understanding of the founder of Sikhism Guru Nanak • Re-write the story of Duni Chand in picture form (and with description) • Discuss and identify key messages of the stories and explain the moral meaning behind how it suggests Sikhs should live. • Explain how as individuals they can alter the way they love to follow the moral message 	<p>Study -Mother Teresa, Jesus, Francis Pope II, Saint George and through this reflect on and begin to evaluate sources of inspiration in their own and others lives.</p> <p>-Infer information about Mother Teresa to answer questions and write further questions to ask mother Teresa.</p> <p>-Explain the influence of religion on saints and reflect thoughts and understanding through creating poetry.</p> <p>-Write a fact file on Francis Pope II identifying kindly acts that make him inspirational to others.</p> <p>-Describe what a believer might learn from a religious story by understanding and retelling what happened to Jesus from Palm Sunday to Easter Sunday.</p> <p>-Compare some of the things that influence themselves with those that influence other people. Identify people in their lives that currently inspire them.</p>	<p><u>Learning from religion and belief:</u></p> <p><u>Family and Faith:</u></p> <p>-Learn about traditions and share their family traditions. discuss and analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</p> <p>-Learn about Christians and Muslims teachings on family life and compare similarities and differences.</p> <p>-Explore teaching and values of the Olympic Family and relate this to teachings on family life in different religions.</p> <p>-Through Olympic values teaching reflect on and begin to evaluate sources of inspiration in their own and others' lives.</p> <p><u>Citizenship :</u></p> <p>- Describe the key aspects of, traditions and customs that are held for the Queen's Birthday.</p> <p>-Identify and discuss what qualities and values make a good citizen by reflecting on ideas of right and wrong and their own and others responses to them.</p> <p>-Describe own individual values and how these relate to our ways of life in religions and understand how these are connected with our beliefs and teaching.</p> <p>-List how individuals can change to make a difference by responding to the challenges in their own lives and within religious traditions.</p> <p>-Discuss stereotypes through consideration of own and others views of religious truth and belief.</p>
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	<p>and what effect this will have on them by recording in books.</p> <ul style="list-style-type: none"> • Research the 10 Gurus of the religion using the internet and record why they were important to the overall beliefs held by Sikhs, working collaboratively with others to share information • Research the 5 K's of the Sikh religion using library books and the internet to identify why they are symbolic • Gain an understanding of the special objects and holy places significant to the Sikh religion designing own symbol to represent something significant to them individually • To write a tourist information brochure for the Golden Temple to explain its significance to Sikhs and why it should be visited. 		
Y5/6	<p><u>Buddhism / Sikhism</u> Buddhism and Sikhism linked to PSHE – discussions surrounding stories, traditions and customs from south-east Asia, their ways of life and worldviews. Comparing and contrasting the two religions, and making links to their own lives. Chn use an increasingly wide range of religious vocabulary to explain the impact of beliefs on individuals and communities. They describe in detail why people belong to religions and understand the similarities and differences between different religions. Chn can illustrate distinctive beliefs within Buddhism and between Buddhism and other religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising the diversity in forms of religious, spiritual and moral expression. Chn ask and answer questions to do with belonging, identity, meaning, purpose and truth, values and commitments, relating them to their own lives and those of others. They explain what inspires and influences them, or what they challenge from Buddhism.</p>	<p><u>Study of inspirational people across world religions.</u> Comparing and contrasting inspiration religious figures – making links between belief and humanist approaches to ultimate and ethical questions. PSHE: Who inspires children and why.</p> <p>Jesus, his journeys and miracles. Linked to Easter.</p> <p>Make links between the teachings and sources of religions and show how they are connected to believers' lives. Describe and compare what experiences may be involved in belonging to different religious groups</p> <p>Ask questions about belonging that refer to people who have inspired and influenced themselves and others</p> <p>Suggest a range of answers to questions about the meaning and purpose of life.</p> <p>Covered: Mother Teresa, Jesus, Francis Pope II, Saint George</p>	<p><u>Global citizenship- beliefs in action.</u> The Olympics and the importance of a sense of belonging, community and being a part of the wider world. Investigating the expression of belief as a group through the media. Stereotyping and the importance of self image- PSHE.</p> <p>To understand what a citizen is. To consider the ways in which we can live our lives to promote good citizenship, what is a good citizen, how can we be a good citizen, what we can do to encourage others to be good citizens? Looking towards the future, consideration of democracy and the law. The world in action – how charities link to citizenship and the impact they can have on different scales (local/ national/ global).</p> <p>To consider the viewpoints from different religions and how these mirror their own ideas.</p> <p>To look at religious symbolism and what they represent. To create their own ideals and represent these in symbolism and artwork.</p>

Year Group	Autumn	Spring	Summer
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P.E.			
Y1	<u>Gymnastics:</u> - learning how to use equipment safely - balancing and travelling on equipment and on mats. - combining movements to create a sequence.	<u>Gymnastics (cont.):</u> - learning how to use equipment safely - balancing and travelling on equipment and on mats. - combining movements to create a sequence. <u>Dance:</u> - exploring movement and expression - looking at wide, narrow, smooth, "jagged" movements. - creating movements based on musical and pictorial stimulus. - working independently, in pairs or in groups. - creating a dance sequence by combining movements.	<u>Ball Skills and Games:</u> - Developing co-ordination, control and confidence through ball skills. - travelling with and using equipment safely - moving about the space safely. <u>Athletics:</u> - sports day practise - running effectively - developing co-ordination and agility
Y2	OAA <ul style="list-style-type: none"> • follow direction • working as a team • reading basic maps • using pictures and symbols to represent locations/features Invasion games <ul style="list-style-type: none"> • throwing and catching with control • choosing where to move to to receive a pass • to mark a player with a ball • to defend an area against attackers • to work as a team to score points. 	Gymnastics <ul style="list-style-type: none"> • learning how to get out and put away equipment • balancing and travelling on equipment safely • combining movements to create a sequence Dance <ul style="list-style-type: none"> • Observe and gain inspiration from dances across the world • Move with coordination and safety • Move confidently and creatively • Work with a group or partner to create a dance. 	Striking and fielding - cricket <ul style="list-style-type: none"> • throwing and catching a ball • throwing with strength and accuracy • hitting a ball with accuracy and correct technique. • Using the skills I have learnt it a team game. Athletics <ul style="list-style-type: none"> • sports day practise • running effectively • practice jumping and control of movements • developing co-ordination and agility
Y3	<u>Games - Tag Rugby</u> Throw and catch with control and accuracy. <ul style="list-style-type: none"> • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <u>Gymnastics</u> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. 	<u>Dance</u> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite <u>Games /Ball skills - Pawal - Football</u> <ul style="list-style-type: none"> • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	Year 3 only_- <u>Swimming</u> <ul style="list-style-type: none"> • Swim up to 25 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Perform safe self-rescue in water-based situations. <u>Year 3/4 Athletics</u> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such

	<ul style="list-style-type: none"> • Show changes of direction, speed and level during a performance. idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<p><u>Outdoor and adventurous activities HORSTEAD</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to manage risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use map and compasses to orientate themselves. 	<p>as under arm, over arm).</p> <ul style="list-style-type: none"> • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. <p><u>Mile a Day.</u></p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance.
Y4	<p><u>Games - Ball Sports - Tennis</u></p> <p>Throw and catch with control and accuracy.</p> <ul style="list-style-type: none"> • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Swim up to 25 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Perform safe self-rescue in water-based situations. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. 	<p><u>Gymnastics -</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. <p><u>Football - Pawal -</u></p> <ul style="list-style-type: none"> • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. <p><u>Outdoor and adventurous activities HORSTEAD</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to manage risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use map and compasses to orientate themselves. 	<p><u>Year 3/4 Athletics</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. <p><u>Mile a Day.</u></p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance.

<p>Y5/6</p>	<p><u>Gymnastics</u> – movement / sequences / gymnastic performance.</p> <p><u>Games</u> – learning specific skills in preparation for team games (throw, catch, pivot etc).</p> <p><u>Swimming</u> (non swimmers).</p> <p>Swim up to 25 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Perform safe self-rescue in water-based situations.</p> <p>Develop competence to excel in a broad range of physical activities. Physically active for sustained periods of time. Engage in competitive sports and activities (tag Rugby). Lead healthy, active lives. Use running, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [tag rugby], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Dance</u> – expression / sequences.</p> <p>Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea.</p> <p><u>Games</u> – team games, rules, working as a team using skills taught last term. Football, tag rugby.</p> <p>Develop competence to excel in a broad range of physical activities. Physically active for sustained periods of time. Engage in competitive sports and activities (Football). Lead healthy, active lives. Use running, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [Football], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Athletics</u></p> <p>Outdoor and Adventurous activities (Whitwell) and at school.</p> <p><u>Games</u> Football / cricket.</p> <p>Develop competence to excel in a broad range of physical activities. Physically active for sustained periods of time. Engage in competitive sports and activities (Cricket / Rounders). Lead healthy, active lives. Use running, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [Cricket], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Mile a Day</u></p> <p><u>Outdoor and adventurous activities WHITWELL</u></p> <p>Arrive properly equipped for outdoor and adventurous activity. Understand the need to manage risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Use map and compasses to orientate themselves.</p>
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PSHEC (Non-Statutory)			
<p>Y1</p>	<p><u>Safety Week:</u></p> <ul style="list-style-type: none"> - hygiene - helping hand - Internet safety - fire and water safety - basic first aid 	<p>PSHE related discussions as and when necessary.</p> <p>FOREST SCHOOLS</p>	<p><u>Relationships and Diversity:</u></p> <ul style="list-style-type: none"> - identifying and respecting difference - we are all special and unique - cultural differences - brief look at disability <p>FOREST SCHOOLS</p>
<p>Y2</p>	<p>Safety</p>	<p>Relationships</p>	<p>FOREST SCHOOLS</p>

	<ul style="list-style-type: none"> • create a set of class rules • talk about what to do in an emergency • ‘Stranger Danger’ • using the internet safely • hygiene- hand washing posters <p>SEAL unit on getting on and falling out</p> <ul style="list-style-type: none"> • talking about what a good friend is • working on how to give compliments • listening to others when they are talking • seeing things from someone else’s point of view • knowing how we feel when we start to feel angry • knowing how to calm down when I get angry • finding different ways of making up together. 	<ul style="list-style-type: none"> • can talk about what makes a good friendship • create a friendship booklet that links with own experiences • talk about own positive and negative experiences of friendships • consider what to do in different scenarios • identify respect and difference <p>FOREST SCHOOLS</p>	<p>Multiculturalism and diversity</p> <ul style="list-style-type: none"> • understanding some people have different beliefs to you. • Exploring the religious beliefs of Asian countries. • Comparing religious practices with our own beliefs.
Y3/4	<p><u>Forest schools</u></p> <p>Exploring woodland art. Using different natural materials and joining using a variety of knots in different scenarios.</p> <p>Creating materials when developing imaginative scenes to interact with as part of a group or individually.</p> <p>Building dens / shelters out of natural materials.</p>	<p><u>Healthy living:</u></p> <p>PSHE embedded within Science, Literacy, PE and DT for Spring 1.</p> <p><u>Differences ;</u></p> <ul style="list-style-type: none"> -Draw to draw a table in their books to show boy vs girl skills and talents to recognise, understand and respect the differences between each other. -Listen to part of a story and respond to first impressions of characters by drawing and labelling characters, update and compare differences after reading remainder of story to 	<p><u>Family ;</u></p> <ul style="list-style-type: none"> -Learn about what makes a family. -Draw and describe members of your family. -Recognise and name different types of family; including step families, same sex parents, adopted families, extended families and understand equality and respecting difference. - List roles within different families understanding stereotypes for jobs/ commitments. -Write a letter to show appreciation for and recognition for someone in your family. -Design a leaflet to support a family going through difficult changes; including separation. -Draw a picture of siblings or family member and complete speech bubbles to show understanding of how to resolve conflict. <p><u>Citizenship ;</u></p> <ul style="list-style-type: none"> - Describe the key aspects of, traditions and customs that are held for the Queen's Birthday. -Identify and discuss what qualities and values make a good citizen by reflecting on ideas of right and wrong and their own and others responses to them. -Describe own individual values and how these relate to our ways of life in religions and

		<p>understand how issues occur when meeting someone different to myself.</p> <p>-Teach tolerance and create an acrostic poem to teach how to respect differences in others but encourage inclusivity.</p>	<p>understand how these are connected with our beliefs and teaching.</p> <p>-List how individuals can change to make a difference by responding to the challenges in their own lives and within religious traditions.</p> <p>-Discuss stereotypes through consideration of own and others views of religious truth and belief.</p>
Y5/6	<p><u>Safety</u> Online safety, internet. Analysing search results, understanding internet information and safety.</p> <p><u>Relationships</u> Managing feelings; Resolving conflict; Seeing things from other perspectives; Understanding different types of relationships; Working together effectively. I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions. Seeing things from someone else's perspective I am able to see a situation from another person's perspective. I know how it can feel to be excluded or treated badly because of being different in some way.</p> <p><u>Year 6 only:</u> Girls learnt about changes in their body during puberty.</p> <p><u>Forest Schools:</u> Sustain their self-esteem in the learning experience; Develop their capacity for critical and independent thought; Foster their emotional life and express their feelings; Experience moments</p>	<p><u>Social Health Education and Cultural Diversity</u></p> <ul style="list-style-type: none"> • Research, discuss and debate topical issues, problems and events; • Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; • Resolve differences by looking at alternatives, making decisions and explaining choices; • Explore how the media present information. <p><u>Differences / Equality</u> Talk and write about their opinions, and explain their views, on issues that affect themselves and society. Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. Know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view. Think about the lives of people living in other places and times, and people with different values and customs. Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships. Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. Recognise stereotypes. Know that differences and similarities between people arise from a number of factors, including cultural, gender and disability. Know where individuals, families and groups can get help and support.</p>	<p><u>Self Image / Stereotyping</u></p> <p>To understand and prevent the dangers of drug use. To identify stereotypes and challenge attitudes, including my own. To understand the influence the media has on stereotyping and plan to challenge this. To challenge gender stereotypes in the media by re-creating an advert. To develop strategies to support others who may encounter prejudice or discrimination. To explore stereotypes through role-play and drama, further developing strategies to support others. To understand cultural differences and similarities, and discuss how different cultures can get along with one another.</p> <p><u>Year 6 only:</u> Sex Education</p> <p><u>Forest Schools:</u> Sustain their self-esteem in the learning experience; Develop their capacity for critical and independent thought; Foster their emotional life and express their feelings; Experience moments of stillness and reflection; Form and maintain worthwhile and satisfying relationships; Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them; Recognise the unique value of each individual; Listen and respond appropriately to the views of others; Gain the confidence to cope with</p>

	<p>of stillness and reflection; Form and maintain worthwhile and satisfying relationships; Reflect on the consequences of their actions, learn how to forgive themselves and others, which are attitudes they need to make moral, responsible decisions and act on them; Recognise the unique value of each individual; Listen and respond appropriately to the views of others; Gain the confidence to cope with setbacks and learn from mistakes; Take initiative and act responsibly with consideration for others; Distinguish between right and wrongs; Show respect for the environment; Display a sense of belonging and an increasing willingness to participate; Make an active contribution to the democratic process in each of their communities; Develop an understanding of individual and group identity.</p>		<p>setbacks and learn from mistakes; Take initiative and act responsibly with consideration for others; Distinguish between right and wrongs; Show respect for the environment; Display a sense of belonging and an increasing willingness to participate; Make an active contribution to the democratic process in each of their communities; Develop an understanding of individual and group identity.</p>
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Computing			
Y1	<p><u>Basic Skills:</u></p> <ul style="list-style-type: none"> - Internet safety - Logging on - navigating the desktop and programmes. - using the VLE - Using a search engine - basic typing skills - using ICT to create a picture 	<p><u>Control:</u></p> <ul style="list-style-type: none"> - introduction to instructions (giving and following) - Beebots (entering instructions, predicting outcomes) - Using Turtle (entering instructions, predicting outcomes) - basic programming/algorithms <p><u>Data:</u></p> <ul style="list-style-type: none"> - using ICT to create a pictogram - interpreting a pictogram <p><u>Music:</u></p> <ul style="list-style-type: none"> - Using ICT programmes to create sounds - Using record, stop and play functions to create a musical piece. 	<p><u>Publishing:</u></p> <ul style="list-style-type: none"> - applying typing and drawing skills - adding images (clip art or google images) - editing text and images to change the size, colour and font.
Y2	<p>Logging on</p> <ul style="list-style-type: none"> • understand that children have passwords and these are important • log on to the computers • log on and use the VLE 	<p>Multimedia</p> <ul style="list-style-type: none"> • recognise ways that technology is used in my home and community. • creative with different technology tools. • use technology to create and present my ideas. 	<p>Data handling</p> <ul style="list-style-type: none"> • Create a graph using textease • To talk about the data shown in a graph • To collect data on digital devices (camera) • Retrieve and print data collected from digital

	<ul style="list-style-type: none"> • navigating and finding icons on the desktop • using a search engine <p>Using internet safely</p> <ul style="list-style-type: none"> • Hectors World- using the internet safely • what to do when you feel unsafe online • how to search for things safely • knowing that passwords are 'secret' and to not give out private information online 	<ul style="list-style-type: none"> • use the keyboard or a word bank on my device to enter text. • learn to use different features of the keyboard. <p>Control</p> <ul style="list-style-type: none"> • talk about the order I need to do things to make something happen and talk about this as an algorithm. • program a robot or software to do a particular task. • look at my friend's program and tell you what will happen. • use programming software to make objects move. • watch a program execute and spot where it goes wrong so that I can debug it. 	<p>devices.</p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school using internet and discussing value of skype. • use technology safely and respectfully
Y3/4	<p><u>Internet Esafety;</u></p> <ul style="list-style-type: none"> - Watch a range of internet safety cartoons and discuss and dramatise a range of different scenarios. -Produce a poster to demonstrate their understanding of internet safety to include features ways and ways to protects themselves including ; password security, reporting concerns/misuse, not sharing personal details, etc. -Discuss schools ICT policy and age limits for games and social media sites. - Model how to choose age-appropriate websites and minimise risk of viruses <p><u>Multimedia;</u></p> <ul style="list-style-type: none"> -Edit a Saxons and Viking document to create, modify and present a documents for a particular purpose to use in class. -Use appropriate keyboard commands to amend/edit text including making use of a spellchecker as well as font size and colour to increase its effectiveness. -Share edited document with other to help improve and refine work. -Learn how to save learning onto school network and share with others in the classroom. 	<p><u>Multimedia;</u></p> <ul style="list-style-type: none"> -Use Powerpoint to make a slideshow on significant people linked to topic. -Learn how to combine and mixture of text, graphics and sound to share my ideas and learning including sounds. -create a hyperlink to a resource on the World Wide Web. -Develop confidence to 'tinker' and explore new media to extend what I can achieve. -Save work into correct folder and retrieve on several occasions to improve and edit. <p><u>Databases ;</u></p> <ul style="list-style-type: none"> -Discuss and model different types of databases including manual library databases and electronic forms. -Use databases to select information from drop down menus to find key information for an activity e.g. finding a specific holiday. (link to Topic on Countries and weather.) -Use Textease Database programme to set up record and fields, name the fields, decide on the data type (text/name/colour). -Collect information from pupils on personal details such as eye colour, hair colour etc. -Create own data base by opening new record entering information collected into fields and then saving a record. -Use created database and navigate between menus to search data to answer a specific question given e.g. which children have blue eyes. -Use Excel to choose how to present their finding to the class in the form of a bar chart or pie chart. 	<p><u>Programming;</u></p> <ul style="list-style-type: none"> -Use Scratch to put programming commands into a sequence to achieve a specific outcome such as moving a sprite in different directions, controlling the speed, or using the sprite to draw patterns. -Test programming and recognise errors to enable independent debugging. -Use taught/modelled skills to debug and re-programme where necessary. -Describe which commands where used and why to achieve a specific task. -Learn to use repeat command to repeat a programme. <p><u>Technology in our lives/ communicating/ internet Esafety;</u></p> <ul style="list-style-type: none"> -Name and recognise all the different types of technology and communication used. -Cut and stick images of different technology together to create a network to show the interconnection and sharing of information. -Identify from the network if the technology you are using is on the internet, school network or device. -recap on safety from Autumn and cover cyber bullying, viruses and spamming. -Using a Venn diagram sort methods of communication and differences between communicating on line - draw their attention to the safety aspects.

	<p><u>Technology in our lives :</u></p> <p>-Learn how to use the internet safely and use a range of sources / website to check for reliability of information.</p> <p>-Research facts about Vikings learning how to use key words in search engines.</p> <p>-Use E2BN and Google images to find topic related images and recognise how to identify the source of the picture and copyright.</p> <p>-learn about pop ups and recognise that websites use different methods to advertise products.</p>		<p>-Provide opportunities to communicate and collaborate safely and respectfully with others online e.g. class blogging and emailing using the VLE.</p> <p>-Model how to provide appropriate responses to others' work e.g. class blogging.</p> <p>-Make children aware that everything posted online can be seen by others.</p> <p>-Learn how to email and send an attachment to share their documents created using word.</p>
Y5/6	<p><u>Safety week / research history of art & music</u> (understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration / use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content / use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact).</p> <p><u>Music software</u> to compose own piece and create artistic landscapes using art program (use sequence, selection and repetition in programs / select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.)</p>	<p><u>Organise Roman information in different ways using Powerpoint and Word</u> (select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information).</p> <p><u>Analyse weather information from the UK</u> – identifying differences and similarities between different terrain (coastal / mountainous / valleys etc). (understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration / use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content / select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information).</p>	<p><u>Create their own sporting games</u> linked to Olympics - Design, write & debug programs / use sequence, selection and repetition in programs / use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><u>Understand computer networks</u> including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly.</p>

Year Group	Autumn	Spring	Summer
French/Spanish			
Y3/4	<u>SPANISH</u>	<u>SPANISH</u>	<u>SPANISH</u>

	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary – greetings, numbers, colours, introductory, phrases. • Ask and answer simple questions and talk about interests in short phrases. • Understand patterns and sounds of language through songs and rhymes. • Take part in discussions and tasks, present orally to an audience – such as; introducing themselves, sharing information about themselves, taking part in team games. • Demonstrate a growing vocabulary. • Develop accurate pronunciation. <p><u>Understanding culture</u></p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. • Appreciate stories, songs, poems and rhymes in the language. 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. Numbers to 30, food, family and animals. • Ask and answer simple questions and talk about interests in short phrases, e.g. “Cuantos mascota tiene?” • Understand patterns and sounds of language through songs and rhymes. • Take part in discussions and tasks, present orally to an audience, during team games and partner talk • Demonstrate a growing vocabulary. <ul style="list-style-type: none"> • Develop accurate pronunciation. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read and understand the main points in written phrases. • Read short phrases independently, e.g “Cuantos anos tiene?” “Como te llama?” 	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. Body parts, days of the week, feelings. • Ask and answer simple questions and talk about interests in short phrases. • Understand patterns and sounds of language through songs and rhymes. • Take part in discussions and tasks, present orally to an audience. • Demonstrate a growing vocabulary. <ul style="list-style-type: none"> • Develop accurate pronunciation. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Read and understand the main points in written phrases. • Read short phrases independently e.g “Cuantos anos tiene?” “Como te llama?”
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Y5/6	<p><u>French – conversational</u> – build up to high school skills required.</p> <p>I can write short, simple responses to spoken language using familiar words. I can use my knowledge of French phonics to help me spell familiar words.</p> <p>I can read and pronounce familiar written words accurately, using my knowledge of French phonics.</p> <p>I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.</p>	<p><u>French – conversational</u> – build up to high school skills required.</p> <p>I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.</p> <p>I can adapt familiar sentences by changing a few words.</p> <p>I can develop a simple sketch or role-play and perform it to my class.</p>	<p><u>French – conversational</u> – build up to high school skills required.</p> <p>I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</p> <p>I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.</p>
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Music			
Y1	<u>Focus on Singing:</u>	<u>Percussion/Composing/Notation:</u>	<u>Singing:</u>

	<ul style="list-style-type: none"> - Nursery rhymes - Nativity play 	<ul style="list-style-type: none"> - long and short sounds with voices and percussion - exploring sound with percussion - choosing sounds/instruments based on a stimulus (weather) - adding sound effects to a story about the weather and following notation (symbols) to perform - creating their own sound effects for a story and exploring their own notation for performing 	<ul style="list-style-type: none"> - class assembly - singing assemblies etc
Y2	<p>Tone and expression</p> <ul style="list-style-type: none"> • singing for a range of purposes • join in with familiar songs] • perform songs individually or as part of a group 	<p>Rhythm and beat</p> <ul style="list-style-type: none"> • recognise long and short sounds • use instruments that will give a long or short sound • manipulate and change instruments to create different sounds • focus specifically on short sounds and identify instruments that make a short sound • recognise, identify and create a sequence of long and short sounds 	<p><u>Singing:</u></p> <ul style="list-style-type: none"> - class assembly - singing assemblies etc
Y3/4	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Suggest different sources of music and places that they hear music every day in discussion • Work together as part of a group to create a repeating four-beat rhythm through clapping using sound to create abstract effects • Develop the rhythm maintaining four-beats to use alternative means (clicking/ slapping thighs etc) to add an extra layer of sound • Use 1, 2, 3 and 4 syllabic words as well as rest to order and combine sounds, creating pairs of words from sports name cards • Create a four-beat rhythm using sports cards then written into books. Extend to 2 x four beat rhythm to create an accompaniment to a tune. • Understand what a drone is by listening to examples and create own drone within a group using humming or chanting staggering breathing with control • Practice saying and clapping out the rhythm working collaboratively with a partner, extend to just clapping in time to create a repeated pattern. • Use a selection of un-tuned musical 	<p><u>Performing - Samba...</u> Yr 4 1st half Spring term, Yr 3</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <ul style="list-style-type: none"> • Create repeated patterns with a range of instruments <p><u>Range of musical genres – Yr 3</u></p> <ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <ul style="list-style-type: none"> • Listen to a variety of musical genres – rock, pop, reggae, classical, country and explain why they do or don't like what they hear. <p><u>Describing music – Yr 4</u></p> <ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo and use of silence to describe music that they listen to in class, recording their ideas on a mind map in books <ul style="list-style-type: none"> • Use instruments to demonstrate the above musical terms, explaining in books whether all instruments can demonstrate all terms and why/ why not. • Understand layers of sounds and discuss their effect on mood and feelings. What different effects do different instruments have when combined? 	<p><u>Range of musical genres – Yr 4</u></p> <ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. <ul style="list-style-type: none"> • Listen to a variety of musical genres – rock, pop, reggae, classical, country and explain why they do or don't like what they hear. <p><u>Describing music – Year 3</u></p> <ul style="list-style-type: none"> • Explain the terms: duration, timbre, pitch, beat, tempo and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings. <p><u>History of music</u></p> <ul style="list-style-type: none"> • Develop an understanding of the history of music Listen to a range of music from different styles and periods of history through CD and Internet resources. <ul style="list-style-type: none"> • Compare and contrast the composers, musical instruments and musical styles across different periods of history to include Baroque, Classical, Romantic, Late Romantic and Modern by creating mind maps for each in books

	<p>instruments within a group to re-create the planned repeated pattern.</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear, ensuring the sound lasts for the correct number of counted beats and is stopped when necessary. • Using 2simple Music, use digital technology to compose and record a simple piece of music. <p><u>Transcribing music</u></p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. Use A4 paper to represent the relationships between lengths of notes – as paper is halved, note length is halved. Note symbol, name and beat length are recorded on relevant sized paper. <p>Performing</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune following guidance from staff to alter pitch • Maintain a simple part within a group. • Learn and pronounce words within a song clearly to be understood by an audience • Show control of voice by holding notes of differing lengths when singing. • Perform with control and awareness of others. 		
Y5/6	<p><u>History of music (linked to history topic) & composing</u></p> <p>I can describe the differences in characteristic features of music from the past and identify differences in musical instruments used.</p> <p>I can identify musical elements in music from the Baroque era. I know the main changes in music for the Baroque period.</p> <p>I can compare the roles of music in ancient Greece, the Classical era, and today.</p> <p>I can use original ways to present information and make conclusions.</p> <p>I can put musical styles in chronological order and analyse lyrics relating them to emotions and current events.</p> <p>I can put musical era's onto a timeline and</p>	<p><u>BBC Young Voices</u></p> <p><u>Easter songs</u> – Easter service</p> <p><u>Study of Benjamin Britten</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great com-posers and musicians. Understanding the role of individual instruments within an operatic setting. Understanding the elements required to create a musical picture. Linking aspects of music and composition to an artistic context. Understanding the historical and geographical context of the music.</p>	<p><u>Y6 only: Harmonicas</u> (external support in tuition).</p> <p><u>Whitwell assembly songs / Leavers assembly songs.</u></p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Understanding the role of individual instruments within an operatic setting. Understanding the elements required to create a musical picture. Linking aspects of music and composition to an artistic context. Understanding the historical and geographical context of the music.</p>

	answer comprehension questions based on these periods.		
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Trips/ Events			
FS	Christmas! (including Nativity play) Carol singing Christmas Fayre	Visit to wroxham Barns (Rec only) Easter (Bonnet parade, church service) Family Learning Day	Bewilderwood Sports Day Class assembly
Y1	Family Learning Day Pantomime coming to school Class assemblies Harvest Children in Need day Gallery Art Safety Week	Class assembly Comic relief World Book Day Sport Relief Karate and Archery days School Discos	Doodle Art Beach Day Red, White and Blue Day Olympian in school for a day Skate Park
Y2	<ul style="list-style-type: none"> • Castle visit • Safety Week • Art Gallery • Victorian dress up day • Pantomime visit in school • Harvest • Christmas • Christmas Play • Family Learning Day • Preparation for Christmas Fayre (enterprise) • Class assembly - castles • Children in need day • School Art Gallery 	<ul style="list-style-type: none"> • Easter service • Family Learning Day • Class assembly – healthy easting • Chinese new year day in class • Japanese experience day with Mio Salkeld • Karate and Archery days • School Discos 	<ul style="list-style-type: none"> • BEWILDERWOOD • Sports Day • PE dance preparation for local Buxton Bash • Class assembly – Olympics • Olympian visitor activity day • Beach day • Dementia Awareness • Class trip around village for geography field work • Doodle bug Art Family Learning day • Summer Watersliding with Forest Schools • Skate Park
Y3/4	Christmas play Safety week – Dog’s Trust/ St. Johns ambulance Forest school Family learning day Christmas fair (enterprise project) Children in Need Art Gallery exhibition Cross country competition Cookery workshop Macmillan coffee afternoon Harvest Trip to Norwich Castle Open the Book assembly	Karate Day Nansa Assembly Archery Day – premier sport Horstead trip CASMA family learning day Sport relief - football coaching session Easter bonnet parade and egg hunt Easter service Yr 4 – Climate change workshop Yr 3 – Salle Estate Governor’s assembly Open the Book assembly School disco	Olympian visitor activity day Yr 4 – football tournament Bewilderwood Family learning day – maths in art Book fair Red, white and Blue day Independence Day lunch Sports Day Skate park and Bouncy Castle day Open the Book assembly Dementia awareness assembly BBQ beach day Watersliding

	Cinderella Panto Yr 4 – DIMS Road safety		
Y5/6	Beach visit with art focus, Christmas play, Safety week, Forest schools, Family learning day Christmas fair (enterprise project), Hospital singing, Children in Need, Harvest Y6 only: Cycling Proficiency Open the Book assembly Cinderella Panto	Family learning day, Comic relief, World book day. Karate Day Archery Day Easter events – service / bonnet parade / hunt Assemblies: Nansa / Open The Book School Discos	Whitwell, Sports day, Forest schools, Olympic Triple Jump Visitor FLD – Art/Maths Book Fair Bewilderwood Red, White and Blue day Dementia Awareness Beach day Red, white and Blue day Olympian visitor activity day Watersliding Skate park and Bouncy Castle day Y6 only - leavers assembly, High school visit, Crucial Crew Y6 BBC Voices – filming day to create a film about the school