

Overview of Topics: 2018/19 (year 1 of two year rolling programme)

Year Group	Autumn	Spring	Summer
Foundation	<p>All about me- My family and friends</p> <p>People who help us</p> <p>Safety in school</p> <p>SEAL – New Beginnings</p> <p>Building relationships</p> <p>Our favourite stories</p> <p>Patterns, Shape, Counting</p> <p>Christmas</p>	<p>Art and artists</p> <p>Our world (recycling and the environment)</p> <p>SEAL – Going for Goals</p> <p>Getting on and falling out</p> <p>Counting and ordering, 2D shapes, measuring, time/routines</p> <p>Rhyming stories and poems</p> <p>Easter</p>	<p>Food and health</p> <p>Forest Schools</p> <p>SEAL- New beginnings</p> <p>Traditional stories</p> <p>Writing for different purposes</p> <p>Spanish/French songs and rhymes.</p> <p>Addition and subtraction, 2D/3D shapes, money, measuring</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. - 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.
Y2	<p>Our bodies;</p> <ul style="list-style-type: none"> ● label the main parts of the human body. ● understand how we need exercise to stay healthy and can record what happens to my body when I exercise. ● realise how food groups can benefit our bodies. ● understand the importance of personal hygiene. <p>understand that medicines are to make us better but can also harm us</p>	<p>Plants, animals and other living things;</p> <ul style="list-style-type: none"> ● plant a seed and think carefully about the needs of the seed ● monitor the growth of my seed and record the results ● create flow charts to explain pollination. ● talk about the life cycle stages and development of a frog. <p>recall the basic needs of animals and pets</p>	<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 ● make adaptations to my experiment]use materials for different purposes <p>describe common and uncommon materials</p>
Y3	<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. 	<p><u>Light:</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p><u>Plants:</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>

	<p><u>Rocks & Soils:</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Labelling the rock cycle 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>Y4 Animals including humans</u> Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>Find patterns in the way that the size of shadows change. <u>Magnets & Forces</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>	<p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 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>Y4 - States of Matter</u> Find out about the properties of the three key states of matter: solid, liquid and gas. Learn how to use thermometers. Set up enquiries about matter changing from one state to another. Study the water cycle. Investigate air as an example of a gas.</p> <p><u>Living things and their habitats</u> Explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to man-made and natural changes, and that these changes can have a significant impact on living things. Throughout the unit children work scientifically by gathering, recording and presenting information in different ways.</p>
Y4	<p>Identify the different types of teeth in humans and their simple functions</p> <p>Teeth - to understand the composition of human teeth along with their different functions and how they can be affected by what we eat and drink as well as what we can do to protect them.</p>	<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 in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>Sound:</u> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases</p>	
Y5	<p><u>Animals, Including Humans:</u> Name and compare the different stages of the human life cycle. Describe the changes as a baby</p>	<p><u>Materials and Their Properties:</u> Investigate the properties of materials. Investigate the solubility of different materials including paper and cloth.</p>	<p><u>Living Things and Their Habitats:</u> Label the parts of a flowering and non-flowering plant and sketch the features of a flower. Compare</p>

	<p>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> <p><u>Earth and 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>Experiment with separating materials. Investigate thermal conductivity and insulation. Use tables to collect and collate data from these.</p> <p>Understand the difference between reversible and irreversible changes. Investigate heating and burning in the context of reversible/irreversible changes. Dissolving.</p> <p><u>Inventors & Scientists</u> Learn about famous inventors and scientists linked to other units in Y5 science e.g. Isaac Newton (Forces), Jane Goodall (Living things).</p>	<p>and contrast flowering and non-flowering plants. Understand the life-cycle of a mammal. Know the key stages in the life-cycle of a bird. Investigate complete and incomplete metamorphosis in the context of insects and use ICT to present findings.</p> <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>
Y6	<p>Animals, including humans</p> <ul style="list-style-type: none"> ○ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ○ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ○ describe the ways in which nutrients and water are transported within animals, including humans <p>Living things and their Habitats Year 6;</p> <ul style="list-style-type: none"> ○ 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. <p>SRE</p>	<p>Electricity</p> <ul style="list-style-type: none"> ○ 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. <p>Light</p> <ul style="list-style-type: none"> ○ recognise that light appears to travel in straight lines ○ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ○ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ○ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Evolution and Inheritance</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. <p>SATs Assessments and revision of previous years' units.</p>
History			
Y1	<u>Then and Now:</u>	None	<u>Famous People and Artists in History (short unit):</u>

	<ul style="list-style-type: none"> - looking at and comparing the lives of their (great-) Grandparents to their own lives. – observing changes through time for houses, toys, holidays and Christmas. - brief studies of some significant people and events (Guy Fawkes, invention of the computer/ telephone) - looking at, describing and comparing photos and artefacts - asking questions to find things out 		<ul style="list-style-type: none"> - comparison of 4 Famous Norfolk people (Elizabeth Fry, Edith Cavell, Thomas Coke and James Dyson.) - finding out about and describing both local (Nelson) and world famous people (Nelson Mandela). - putting events in time (a brief introduction to timelines) and using time vocabulary. - comparing the work of artists from the past (link to art) Vincent Van Gough, Leonardo Da Vinci and John Constable.
Y2	<p><u>Castles</u></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><u>Victorians</u></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. ● understand that a lot of Christmas Traditions originated during the Victorian era 	<p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> ● use artefacts, pictures and stories to find out about the past ● understand how stories and diaries help us to find out all about the past. ● describe a significant person from the past (samuel Peepys) ● place events in chronological order on a timeline ● re-enact a significant historical event. ● compose and create a chronological report of the Great Fire of London using dates. ● empathise with the feelings people would have experienced at the time. ● know how building methods and materials have changed over time 	none
Y3	<p>Our focus will be on the Ancient Civilisation of the Shang Dynasty.</p> <p>Children will learn how to place events, artefacts and historical figures on a time line using dates and use these dates and terms to be able to describe different significant events such as battles and changes of ruler.</p>	<p>Prehistoric History ge, Ice Age & Bronze Age.</p> <ul style="list-style-type: none"> - Share knowledge of the prehistoric civilisations. - Research prehistoric art, and know what was painted and at what time in history. - Design and create a variety of cave paintings from examples. - Use BC and AD appropriately. Know how the Stone Age relates to other historical periods and to the chronology of world history. 	None
Y4			

	<p>Use appropriate historical time terminology (BC/ AD) to communicate chronologically.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Children will learn to suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe the social hierarchy and historical figures of a period of time (Shang Dynasty).</p> <p>Learn about social, cultural and religious diversity (burials, rituals, beliefs and predictions)</p> <p>Learn about daily life of different members of society and the role of different genders relating this to their clothing where relevant.</p> <p>Suggest causes and consequences of some of the events and changes in history - rise and fall of Dynasties</p> <p>-</p>	<ul style="list-style-type: none"> - Gain an idea of the sort of questions that can be answered from archaeological discoveries. - Develop an understanding of how life was different and the changes that took place. Buildings, dress, food, discoveries e.g. fire, travel, sustainability/farming, economy and society/community. - Dramatised changes in prehistoric life when Romans came to Britain. - Understand how and why artefacts (cave paintings, tools e.g. knives, arrows) are classified. - Know that there can be more than one interpretation of the past – archaeological digs and finds – how to interpret these (e.g. knives, arrows, tools), bone structure, prized possessions. 	
Y5	<p><u>Ancient Greece:</u> Correctly sequence key periods in history around the world using a timeline. Investigate Ancient Greece through what has been left behind (by researching archaeological findings). Comment on the possible features of Ancient Greece based on its landscape and Geography. Locate countries and cities of Ancient Greece on a map. Explore the characteristics of life-styles then and now. Understand why certain foods were available and others not by making links to geography and the landscape available. Investigate the role of women in Ancient Greece to compare and contrast with that of men. Understand the styles of clothing worn in Ancient Greece and design a piece of clothing based on this knowledge. Learn key dates such as the Olympic games and design a poster to advertise this. Explore the qualities necessary to be</p>	<p><u>Benin:</u> Sequence key events of the Ancient Benin Civilisation. Describe some of the main events, people and changes throughout history. List characteristic features of the Ancient Benin society and its period of time using appropriate language. Use photographic evidence to say how the Benins lived. Understand the life-styles of Ancient Benins. Research important artworks that affected their and our lives. Understand important past-times of Ancient Benin and critically evaluate their importance. Learn about the locality of Benin and the areas surrounding it and the changes in these areas over time. Know that the past can be represented and interpreted in different ways. Understand vocabulary such as social, religious, political, technological and cultural. Know that there are connections between periods of time. Experience immersive learning through a ‘Benin Day’ by trying out cuisine, games and art.</p>	n/a
Y6			

	an Ancient Greek athlete by commenting on the customs and food from their civilisation. Research Ancient Greek theatre and explore the forms of expression by designing a mask.		
Geography			
Y1	None	<u>Explorers:</u> - 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.	<u>Brilliant Britain:</u> - 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	Our world and the oceans <ul style="list-style-type: none"> ● use maps to name and locate the seas surrounding the UK ● name the 5 oceans and 7 continents of the world ● locate 5 oceans and 7 continents on a world map ● understand what causes waves in the sea and what effects the waves have on beaches and coastlines 	Africa <ul style="list-style-type: none"> ● talk about Africa and show my ideas and opinions ● compare the village of Buxton with the village of Kirua ● write a diary entry for a day in the life of a child from Kirua ● look at features of the landscape in Africa ● look at different climates ● compare wildlife in our country and Africa ● look at traditional African celebrations ● talk about tribal life and different cultures in Africa
Y3	None	LONDON <ul style="list-style-type: none"> - To identify human and physical features of a location using digital technology (Google maps) and atlases. - To read a four-figure grid reference to locate, symbols identified in a key. - To use digital mapping to locate geographical features in the London and use compass point direction to relate details - To learn about date time zones - Greenwich mean time. - To consider how a location has changed over time. 	Map skills. <ul style="list-style-type: none"> - To name and locate counties and cities of the United Kingdom. - Use maps, atlases, globes and digital/computer mapping to locate countries, counties, mountain ranges, major rivers, towns, cities, capital cities. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps and digital technologies. In local Buxton area (mill) – sketching different features.
Y4			

			<ul style="list-style-type: none"> - Use a range of resources to identify the key physical and human features of a location. - Describe how the locality of the school has changed over time.
Y5	N/A	<u>Map Skills:</u> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Conduct fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Name and locate some of the countries and the cities of the world. Describe how the locality of the school has changed over time.	<u>South America:</u> Use maps, atlases, globes and digital/computer mapping to locate South America and its different countries and states. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Concentrate on the environmental regions, key physical and human characteristics, countries, and major cities of South America. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and compare it to a region of South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use examples of South America's varied geography to provide examples of these. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water across South America.
Y6			
Year Group	Autumn	Spring	Summer

Design & Technology

Y1	<u>Toys:</u> - 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. <u>Food:</u> - making mince pies - discussing food hygiene	<u>Food (stand alone lesson for Red Nose Day):</u> - making a healthy snack (red nosed face using salad and fruit) - discussing healthy eating and food hygiene. - designing a snack - using simple tools for preparing food.	<u>Moving Pictures (linked to Brilliant Britain topic):</u> - 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.
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	- using simple tools for preparing food.		- evaluate a product.
Y2	<p><u>Castles</u></p> <ul style="list-style-type: none"> ● create a detailed drawing of a Norman castle and include labels ● 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><u>Food around the world;</u></p> <ul style="list-style-type: none"> ● cut, peel, and grate fruit and vegetables safely and hygienically. ● 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. <p><u>Great fire of london</u></p> <ul style="list-style-type: none"> ● select and use from a range of equipment and materials in order to create models of Tudor buildings. ● build and explore how to make their structures stronger, stiffer and more stable. <p><u>Forest schools</u></p> <p>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><u>Norfolk Bunting</u></p> <ul style="list-style-type: none"> ● explore and evaluate a range of different products. ● design my bunting flag. ● choose from a range of tools and equipment to perform a practical task. ● use a running stitch to join materials. ● select fabrics that are suitable for decorating my bunting. ● join fabrics using different techniques. ● evaluate my product.
Y3	Children will create traditional Chinese Lanterns using their sketched designs and a range of research options as inspiration.	Create London Pop-Up book	<u>None</u>
Y4	<p>Measure, mark and cut to the nearest mm.</p> <p>Cut materials accurately and safely using appropriate tools.</p> <p>Select appropriate joining techniques for a range of materials.</p> <p>Creation of Shang related artefacts - bowls - highly decorated to reflect societal influence ensuring creation of a recognisable form. Adding materials for texture.</p> <p>Design with purpose.</p> <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>To make the different elements of a pop up book, learning how to choose suitable techniques to construct and strengthen products.</p> <p>Apply appropriate cutting and shaping techniques that include cuts from the perimeter of a material (slots/ cut outs)</p> <p>Cut materials accurately and safely using appropriate tools.</p> <p>Select appropriate joining techniques for a range of materials.</p> <p>Design with purpose by identifying opportunities to design.</p> <p>Make products work efficiently through careful selection of materials.</p> <p>Refine work and techniques as work progresses, continually evaluating the product design.</p> <p><u>Mechanics</u></p> <ul style="list-style-type: none"> ● Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears) ● Improve upon existing designs, giving reasons for choices 	

	<p>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><u>Evaluate</u></p> <ul style="list-style-type: none"> • Evaluate their product against their own design criteria. • Consider the views of others to improve their work. 	
Y5	<p>Relating to work in Forest Schools.</p> <p>Use a range of materials and combining/joining methods</p> <p><u>Cam Mechanisms (Greek Chariots):</u> Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, and prototypes of a cam mechanism. Draw lines accurately to the nearest mm that are at right angles and parallel to others. Select tools for the correct purpose (including saws for cutting wood and sand paper to finish). Measure and cut pieces of wood to length using the appropriate equipment. Use equipment safely including hot glue gun. Build structures, exploring how they can be made stronger, stiffer and more stable to bear a cam mechanism. Apply an understanding of how to strengthen, stiffen and reinforce more complex structures to work. Sketch a cam design plan using designs already explored to help. Use my knowledge on line graphs to explore the rotation of a cam mechanism. Evaluate ideas and product successfulness and consider the views of others to improve my work.</p>	<p><u>Theme Day (Alien Day)</u> Rocket design & build.</p> <p><u>Food Technology (Benin Day)</u> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><u>Textiles (Flags / Tents) English unit: Swallows & Amazons</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, textiles, according to their functional properties and aesthetic qualities. 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>	<p><u>Whitwell Residential</u> Designing and making and racing boats. Experimenting with design. Evaluating through testing.</p> <p>Enterprise Project – designing and making items to sell; costing out etc.</p>
Y6			

Art & Design Observational drawing developed via sketchbooks

Y1	<p><i>Completed within other subject areas (topic, literacy, science) and drawing/painting/play-doh is often an independent choice activity during learning.</i></p> <ul style="list-style-type: none"> - portraits - - making Victorian cornucopias 	<p><i>Completed within other subject areas (topic, literacy, science, Forest Schools) and drawing/painting/play-doh is often an independent choice activity during learning.</i></p> <ul style="list-style-type: none"> - drawing and labelling animals and humans - mixing black and white for tones - creating cloud pictures with thick and thin brushes 	<p><i>Completed within other subject areas (topic, literacy, science, Forest Schools) and drawing/painting/play-doh is often an independent choice activity during learning.</i></p> <ul style="list-style-type: none"> - observational drawings of plants
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	<ul style="list-style-type: none"> - pictures using different media. charcoal, pastels, paint - rubbings in the church 	<ul style="list-style-type: none"> - Paper plate Weaving based on the seasons - Creating a mural of Noah's Ark 	<ul style="list-style-type: none"> - creating repeating/symmetrical patterns for a prayer mat - making stained glass windows using tissue paper and laminating. - Exploring colour and pattern by making/completing rangoli patterns.
Y2	<p><u>Design and create a castle</u></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><u>William Morris</u></p> <ul style="list-style-type: none"> • Look at and compare the work of famous artists, Van Gogh, Monet, Constable, Morris. • 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><u>Forest schools</u></p> <p>Exploring woodland art. Using different natural materials to create designs.</p> <p>Creating materials when developing imaginative scenes to interact with as part of a group or individually.</p> <p><u>Great fire of London</u></p> <ul style="list-style-type: none"> • use printing techniques to depict a historical scene • explore Paul Klee's art • compare my own work to Paul Klee's work 	<ul style="list-style-type: none"> • <u>Mehindi hands</u> – Clay • • identify different types of patterns. • •draw lines of different thickness. • • use dots and lines to create a design • •mix primary colours to create secondary. • •sculpt using cutting, rolling, moulding and carving techniques. • •create different shapes and textures for effect. • •create a clay sculpture including lines and texture. • •join two pieces of clay using cross hatching technique and slip. • •evaluate my sculpture against design criteria •
Y3	To explore ideas and collect these as a starting point and comment on visual art works.	Exploring and developing ideas in Landscape Art.	Printing - Children will be creating landscapes with a foreground, middle ground and background by learning the art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.
Y4	Children will learn and refine sketching skills and use different hardnesses of pencils, hatching and crosshatching skills to show line, tone and texture. They will learn to sketch lightly and use shading to show light and shadow, related to our topic work where possible.	<ul style="list-style-type: none"> - Question and make thoughtful observations about starting points and select ideas to use in their work. - Collect visual and other information [for Example, images, materials] to help them develop their ideas, including using a sketchbook. - Investigating and making art, craft and design. - Apply their experience of materials and processes, including drawing, developing their control of tools (range of pencils on H and B scale) and techniques. Sketching: shading, cross hatch, hatch, stippling, scumbling, pointillism. - Use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts. - Evaluating and developing work. 	By observing patterns in natural or built environments, they will learn how to replicate these patterns and create their own printing blocks to make a precise repeating pattern.

		<ul style="list-style-type: none"> - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Visual and tactile elements (through the use of poster paint, sketching and using colour washes), including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes. Also looking into perspective, drawing into a distance. <p>Design and create cave drawings - through mixing colours and experimenting with creating ,mood with colour</p>	
Y5	Christmas and winter art (FLD)	<p><u>Benin Art</u> Collect information, sketches and resources about historical art (including masks) and present ideas imaginatively in a sketch book. Develop and imaginatively extend ideas from imagination and the work of others.. Comment on artworks of others with a fluent grasp of visual language. Use the qualities of materials to enhance ideas. Show line, tone and texture in a pencil sketch of the playing area. Use different hardnesses of pencils to show line, tone and texture. Use shading to show light and dark and hatching and cross hatching for tone and texture. Create a colour palette based upon colours observed in the nature or built world. Use the qualities of watercolour to create visually interesting pieces based on surrounding landscapes. Use a variety of brush sizes and stroke techniques effectively. Annotate sketches to explain and elaborate ideas. Show how the work of those studied was influential. Show understanding of how an artist has used visual elements including colour and space, and how these elements can be combined and organised for different purposes. Create original pieces that show a range of influences and styles. Adapt and refine ideas as work is progressed. Build up a painting in stages. Create 3D artworks.</p>	<p>Discuss the meaning of a variety of Christian symbols and design a symbol to represent the community. Explore and describe my thoughts and feelings about colour and emotion through art forms and show an understanding of how this relates to Christians and their art. Match feelings to colours. Explore the meanings of colour in the church year. Develop and show understanding of the way banners, icons and stained glass windows enable Christians to express their worship, thoughts and feelings. Make a link between the word 'spiritual' and some images. Design and create own image to show thoughts and emotions about religion and the world. Explain the meaning of my art using religious and world terms and emotion vocabulary.</p> <p>Explore new artforms, including the use of interactive software to re-create different effects. Learn about the reasons behind graffiti and research the artist Banksy and his artwork. Try different designs and decide upon a final draft. Reflect themes in my art designs.</p> <p>Linked to Literacy: Designing and making Masks relating to Macbeth. Teaching a range of techniques – children make their own designs, select their own materials and create their mask using skills taught. Displayed in Hall</p>
Y6	<p><u>Harvest Art:</u> Reflect a season using different materials; sorrow, joy, peace etc Result – abstract picture which reflects the the chosen season by the textures and colours selected.</p> <p><u>Greek Vase Design:</u> Use the qualities of materials to enhance ideas. Show line, tone and texture in a pencil sketch of the playing area. Use different hardnesses of pencils to show line, tone and texture. Use shading to show light and dark and hatching and cross hatching for tone and texture. Annotate sketches to explain and elaborate ideas. Show how the work of those studied was influential. Create original pieces that show a range of influences and styles. Adapt and refine ideas as work is progressed.</p>		

RE			
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) - brief look at Hindu festival of Diwali and Jewish festival of Shabbat, focusing on how they use light. 	<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. 	<p><u>RE and Art:</u></p> <ul style="list-style-type: none"> - Introduction to Islam and the Qur'an as a Holy (special) Book. - Focusing on Islamic prayer mats and their patterns/creating their own prayer mat using a pattern by printing, colouring or collage. - focusing on the Gods of the Hindu religion and creating their own God.
Y2	<ul style="list-style-type: none"> ● listen to a Christian story and talk about it ● recognise religious art, symbols and words ● talk about what is important to me and other people (values and commitments) ● value relationships and develop a sense of belonging ● consider how religious and other beliefs lead to particular actions and concerns 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● - understand the significance of Buddha to Buddhists. ● - know some Buddhist worship practices ● - explore religious artefacts with my senses. ● - listen to and discuss Buddhists stories that have a moral message. ● - investigate the significance of Vesak and explore ways Buddhists celebrate it. ●
Y3	<p>Worship, Pilgrimage and sacred places</p> <ul style="list-style-type: none"> ● To explain the main beliefs of Hindus and understand the term polytheism. ● To learn about worship through the elements, rituals and artefacts that are involved in Hindu worship in a Mandir. ● To learn <i>some journeys have a special significance.</i> ● To reflect on feelings and experiences linked to pilgrimage and special journeys. ● To learn about the importance of a variety of places to Christians and in detail about a Christian place of pilgrimage. 	<p>Easter – Christianity</p> <ul style="list-style-type: none"> ● To learn the links between Easter and Passover and understand why Passover is an important festival. ● To recall the Easter story and understand the importance of Jesus' words at the Last Supper. ● To understand the importance, in Christianity, of the cross and the resurrection. <p>Prayer :</p> <ul style="list-style-type: none"> ● To understand how hymns, choruses and requiems are used in prayer. ● To identify elements of prayer in religious music and writings. ● To learn the lords prayer and understand its meaning through the words and phrases used. ● To identify words and phrases used for prayers and use these to write their own prayers. ● To understand why and how we can pray. 	<p>Teaching and sacred texts Comparison of Hindu and Christianity</p> <ul style="list-style-type: none"> ● To learn that books are very special because, for some people, they contain teachings and truths about God. ● To identify and describe some Hindu sacred texts. ● To express understanding of some Christian texts through art. ● To explore Hindu beliefs through a story. ● To explore the meaning of parables.

Y4	<p>Inspirational people</p> <p>This unit will enable children to think about who inspires them and to consider how Jesus and Muhammad are still inspirational. Children will be learning about and reflecting on important concepts, experiences and beliefs, which are at the heart of religious traditions and developing their own views and ideas on religious and spiritual issues</p>	<p>Religion and the individual</p> <ul style="list-style-type: none"> ● Children will be able to explore aspects of Christianity and Islam and will help children to discover what is expected of a person who follows a religion. Children will have the opportunity to explore the concept of “faith” and relate this to their own lives as well as to other people in the local community. ● Describe some of the things that are the same and different for religious people. ● Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values. ● Describe the variety of practices and ways of life that are closely connected to beliefs and teachings. ● Respond to the challenges of commitment both in their own lives and within religious traditions. 	<p>Family, faith and the community</p> <p>To enable children to explore Religion, Family and Community within Christianity and Islam. It will introduce children to the concept worship and community and will enable them to explore the meanings both in their own lives and within the lives of Christians and those in other faiths.</p>
Y5	<p>Recall some basic facts about Christians. Reflect on feelings associated with changes in life; build vocabulary of ‘feelings’ words. Learn how Prince Siddhartha became ‘the Buddha’. Explore the idea of ‘happiness’. Reflect on the limitation of life. Learn about the story of Zacchaeus and Jesus. Reflect on how people may change. Consider what people might learn from this story. Learn about the story of how Jesus healed people. Consider what may be learnt from the story about the treatments of social outcasts. Reflect on the nature of healing ‘miracles’. Comment on how the experience of healing may change people. <i>Know what Christianity teaches about charity.</i> Know the key information from the Creation story as told in Genesis. Understand that Christians believe that God made the world, a good and beautiful place and to understand that we should take responsibility for Creation. Understand that it is everyone’s responsibility to look after the world. Consider views about looking after the world. Clarify what the religions say about world poverty.</p>	<p>Explore similarities and differences between pilgrimages and holidays. Compare and contrast the two. Identify places which may be special to different people and reflect on why these places are special giving reasons to support arguments. Understand why Christians go on pilgrimage to Lourdes and explain reasoning to peers. Understand why Jews go on pilgrimage to Jerusalem. Understand why Sikh’s go on pilgrimage to the Golden Temple in Amritsar, India. Understand where and why Hindus go on pilgrimages. Know what a Hajj is and explain the key events at a Hajj. Understand the importance of Lumbini to Buddhists and comment on the reasons why. Understand the importance of sacred mountains to the Taoist religion and draw links to other important places in previously explored religions. Make comparisons between different pilgrimages.</p>	<p>Discuss the meaning of a variety of Christian symbols and design my own symbol to represent our community. Comment on important features and characteristics of a community. Explore and describe thoughts and feelings about colour and emotion through art forms and show an understanding of how this relates to Christians and their art. Develop and show understanding of the way banners, icons and stained glass windows enable Christians to express their worship, thoughts and feelings. Use creative thinking skills and tell a story in “stained glass”. Make a link between the word ‘spiritual’ and some images. Use a working definition or description of the spiritual. Notice that different people find that different things are spiritual at different time. Design & create an image to show thoughts & emotions about religion and the world. explain the meaning of art using religious and world terms and emotion vocabulary. Understand that Christians can use music and art to express their beliefs, feelings and values. Look at older/modern examples of Christian music.</p>
Y6			

	Describe how religious charities help rid the world of poverty		
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Year Group	Autumn	Spring	Summer
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P.E.			
Y1	<p><u>OAA:</u></p> <ul style="list-style-type: none"> - following direction - working as a team - reading basic maps - using pictures and symbols to represent locations/features. <p><u>Fundamentals</u></p> <ul style="list-style-type: none"> - balance - different ways of moving 	<p><u>Gymnastics (cont.):</u></p> <ul style="list-style-type: none"> - learning how to use equipment safely - balancing and travelling on equipment and on mats. - combining movements to create a sequence. <p><u>Dance:</u> (linked to Weather topic)</p> <ul style="list-style-type: none"> - 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. 	<p><u>Ball Skills and Games:</u></p> <ul style="list-style-type: none"> - Developing co-ordination, control and confidence through ball skills. - travelling with and using equipment safely - moving about the space safely. <p><u>Athletics:</u></p> <ul style="list-style-type: none"> - sports day practise - running effectively - developing co-ordination and agility
Y2	<p>Invasion games</p> <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. <p>Mile a day</p>	<p>Gymnastics</p> <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 <p>Dance</p> <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. 	<p>Striking and fielding - cricket</p> <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. <p>Athletics</p> <ul style="list-style-type: none"> ● sports day practise ● running effectively ● practice jumping and control of movements ● developing co-ordination and agility <p>Mile a day</p>
Y3	<p><u>Games</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. 	<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. ● 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>	<p><u>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.
Y4			

	<ul style="list-style-type: none"> • 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. • Show changes of direction, speed and level during a performance. Year 4 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. 	<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. 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>Outdoor and adventurous activities</u> <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.
Y5	<u>Games</u> Throw and catch with control and accuracy. <ul style="list-style-type: none"> • Strike a ball and field with control. 	<u>Dance; (African - Benin)</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 idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<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.
Y6	<ul style="list-style-type: none"> • 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. • Show changes of direction, speed and level during a performance. Cross Country – interschool competition x 2	<u>Games</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. 	<i>WHITWELL</i> <u>Outdoor and adventurous activities</u> <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. <u>Athletics</u> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres.

			<ul style="list-style-type: none"> • 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.
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PSHCE (Non-Statutory)			
Y1	<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><u>SEAL unit based on Bullying:</u></p> <ul style="list-style-type: none"> - why children bully - what is bullying - what to do if I am bullied - respecting difference <p>Friendships . what makes a good friend. how to make up, understanding my feelings.</p>	<p><u>SEAL unit based on Going for Goals:</u></p> <ul style="list-style-type: none"> - what have I achieved - how do I learn best - what makes a miracle learner - what do I want to learn and how will I do it <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
Y2	<p><u>Safety</u></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><u>Getting on and falling out</u></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. 	<p><u>Relationships</u></p> <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><u>Caring for our environment</u></p> <ul style="list-style-type: none"> • looking at the impact of people on the planet • deciding what we can do to help with this • informing other people about the changes we need to make. <p><u>Votes for schools</u></p>
Y3		Votes for Schools	Votes for Schools

Y4	<p>In RE through - considering a range of human experiences and feelings - reflecting on their own and others' insights into life and its origin, purpose and meaning. - describe and begin to understand responses to ultimate and ethical questions (such as: the origin and meaning of life? our place in society and the natural world? the existence of God? the experience of suffering? life after death? the existence of destiny? the impact of religion on humankind?)</p> <p>Forest schools: The four key elements of: respect, positive sharing, trust and following the golden rules.</p> <p>Establishing class rules and routines – class contract / charter. Child of the week (special wall ... I am special because – gloworms only.)</p> <p>Safety week – internet use, e-safety, cyber bullying, trust, fire, what to do in an emergency.</p>	<p>Explore how change can affect our feelings of security and confidence. Consider the people around an individual who might help them face changes in their life. Make a list of these people and how they might be able to help. Understand that change can come from within. Consider different ways in which people respond to change, how this might look, and reasons for those reactions. Consider own sore spots, and explore how one's own behaviour and the behaviour of others affect these. Recognise and manage vulnerable/sore spots effectively using role play activities. Know that people respond differently to changes and challenges. Recognise that sometimes there can be positive outcomes from changes that</p> <p>Explore other people's attributes within the class. Consider the things that make people embarrassed and possible reasons why they might feel this way. Consider ways in which one can cope with feelings of embarrassment. Set goals or challenges that can be overcome. Consider ways in which others may be put down and how we can help 'pick them up' again.</p>	<p>Forest Schools: The four key elements of: respect, positive sharing, trust and following the golden rules.</p> <p>Differences (developing respect – valuing everyone's contribution)</p> <p>Looking at our diverse society – how it is made up (diff occupations and diff people – able and disabled)</p> <p>Year 6: SRE</p> <p>Year 6: AHS - Transition</p>
Y5	<p>Class/school rules – establishing (friendship/anti-bullying – link to behaviour policy)</p>	<p>Votes for Schools</p>	<p>Votes for Schools</p>
Y6	<p>Setting up class councillors and school council</p> <p>In RE/Votes for Schools through - considering a range of human experiences and feelings - reflecting on their own and others' insights into life and its origin, purpose and meaning. - describe and begin to understand responses to ultimate and ethical questions (such as: the origin and meaning of life? our place in society and the natural world? the existence of God? the experience of suffering? life after death? the existence of destiny? the impact of religion on humankind?)</p>	<p>Explore how change can affect our feelings of security and confidence. Consider the people around an individual who might help them face changes in their life. Make a list of these people and how they might be able to help. Understand that change can come from within. Consider different ways in which people respond to change, how this might look, and reasons for those reactions. Consider own sore spots, and explore how one's own behaviour and the behaviour of others affect these. Recognise and manage vulnerable/sore spots effectively using role play activities. Know that people respond differently to changes and challenges. Recognise that sometimes there can be positive outcomes from changes that</p> <p>Explore other people's attributes within the class. Consider the things that make people embarrassed and possible</p>	<p>Forest Schools: The four key elements of: respect, positive sharing, trust and following the golden rules.</p> <p>Differences (developing respect – valuing everyone's contribution)</p> <p>Looking at our diverse society – how it is made up (diff occupations and diff people – able and disabled)</p> <p>Year 6: SRE</p> <p>Year 6: AHS - Transition</p>

	Safety week – internet use, e-safety, cyber bullying, trust, fire, what to do in an emergency. Year 6: SRE	reasons why they might feel this way. Consider ways in which one can cope with feelings of embarrassment. Set goals or challenges that can be overcome. Consider ways in which others may be put down and how we can help 'pick them up' again.	
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Computing			
Y1	<u>Basic Skills:</u> - 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	<u>Control:</u> - introduction to instructions (giving and following) - Beebots (entering instructions, predicting outcomes) - Using Turtle (entering instructions, predicting outcomes) <u>Data:</u> - using ICT to create a pictogram - interpreting a pictogram	<u>Music:</u> - Using ICT programmes to create sounds - Using record, stop and play functions to create a musical piece. <u>Email:</u> - developing an understanding of messaging - using the VLE to send and receive an email <u>Publishing:</u> - applying typing and drawing skills - adding images (clip art or google images) - editing text and images to change the size, colour and font. - adding sound by recording a clip.
Y2	Logging on <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 ● navigating and finding icons on the desktop ● using a search engine Using internet safely <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 	Multimedia <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. ● use the keyboard or a word bank on my device to enter text. ● learn to use different features of the keyboard. Control <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. 	Data handling <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 devices. ● recognise common uses of information technology beyond school using internet and discussing value of skype. ● use technology safely and respectfully
Y3	Internet safety/technology in our lives	Programming:	Multimedia:

Y4	<p><i>Unit E-Safety ; -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns and inappropriate behaviour.</i></p> <p><i>Unit Technology in our lives ;</i></p> <ul style="list-style-type: none"> ● <i>Learn how networks are connected.</i> ● <i>Learn about the reliability of information on the web.</i> ● <i>Learn how to use a search engine effectively.</i> ● <i>Learn about copyright.</i> ● <i>learn how to create a hyper-link and bookmark favourites.</i> ● <i>Learn how to make good choices about the amount of time spent online.</i> 	<p>To design, write and debug programs to build a computer game that accomplishes specific goals using the Kodu software.</p> <ul style="list-style-type: none"> ● To write a code to move a sprite. ● Recognise errors and learn how to debug ● To a script to control a sprite ● To move a sprite using a keyboard ● Learn how to use a variable 	<p>Children select, use and combine a variety of software to create a powerpoint about London.</p> <p>To combine text and graphics To manipulate images and text to suit my intended audience. To format the layout/design of my slides. To add a hyperlink to a powerpoint document. To add special effects to enhance the interest in my presentation. To present my powerpoint and evaluate my presentation.</p>
Y5	<p><u>Internet Safety and Kodu Programming:</u> Understand the different safety features of using the computer and internet including password discretions and correct use of communication software. Develop key skills about personal safety when using any form of electronic communication. Understand the implications of personal safety when working online and communicating by conducting an online scavenger hunt and quiz. Understand and remember the SMART rules. Follow instructions given in the Kodu programming environment. Describe the actions of a sequence of Kodu commands. Use tools to change the size of the ground and raise or lower the landscape. Decompose code into smaller parts and explain it in their own words. Create a race track with an end goal for a game. Program a character to follow a path.</p>	<p><u>Introduction to Spreadsheets and Graphic Modelling:</u> Upload a file to an email. Ensure content is appropriate and use emailing safely and correctly. Send an email with an attachment and reply to an email. Explore the history of Graffiti and apply this to what I know about software programs. Investigate the features and uses of Microsoft Paint. Discuss its usefulness and how to incorporate art into ICT. Identify tools in a program that will support artwork. Practice using said features when designing a tag. Save and print work in black and white. Consider using software tools when creating a design. Explore functions and tools in a software program to enhance artwork. Show confidence and creativity when using information technology. Use software tools to recreate an individual design. Follow instructions modelled and apply these to own work. Use a variety of functions to create artwork digitally. Use a mouse with control and precision. Apply knowledge of using a software program in a draft design. Control and adjust variables to create designs in a software program.</p>	<p><u>Online Research (South America):</u> Use computer mapping to identify countries of the globe, including those of Europe. Navigate software programme to identify given locations within a country. Use a variety of navigation tools to zoom, turn and search. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content relating to artist and their landscape work. Understand the importance of using key words when selecting information. Select, use and combine internet services to collect, analyse and present data and information. Evaluate the validity of results. Save and import pictures and text into a word document. Copy data from an online source. Consider a variety of sources. Explore different ways of representing weather data (including graphs).</p> <p><u>Non-Linear Powerpoint Presentations (developing skills for chosen topic):</u></p>
Y6			

			Understand the key features of a Powerpoint and its uses. Add different features to a Powerpoint. Explore how to include features like moving pictures and sound to a Powerpoint. Create a number of pages link them in different ways. Add a button that links pages to different slides on the Powerpoint. Add a button that links pages and website to a Powerpoint. Plan a Powerpoint Presentation relating to a class topic. Use the internet to investigate a chosen subject safely using knowledge of search engines. Evaluate the effectiveness of non-linear Powerpoint presentations.
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Year Group	Autumn	Spring	Summer
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French/Spanish			
Y3	<u>SPANISH</u>	<u>SPANISH</u>	<u>SPANISH</u>
"Y4	<u>Speaking</u> <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. <u>Understanding culture</u>	<u>Speaking</u> <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. Develop accurate pronunciation. <u>Reading</u> <ul style="list-style-type: none"> Read and understand the main points in written phrases. Read short phrases independently, e.g "Cuantos anos tienes?" "Como te llamas?" <u>Writing (Chinese)</u>	<u>Speaking</u> <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. Develop accurate pronunciation. <u>Reading</u> <ul style="list-style-type: none"> Read and understand the main points in written phrases. Read short phrases independently e.g "Cuantos anos tienes?" "Como te llamas?"

	<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. 	Write words from memory. Use writing tools relating to traditions in that country. Making symbols of numbers that are readily understandable.	
Y5 & Y6	<p>FRENCH</p> <p>Focus on correct pronunciation and intonation. Recognise and recall numbers from 1-100. Ask and answer questions relating to simple greetings. Understand that the order of words in a sentence influences the meaning. Create simple sentences related to the days of the week, months of the year and seasons. Use tone of voice and gesture to help to convey meaning. Make sentences using single word cards. Manipulate language by changing a single element in a sentence in the context of animals and pets. Recognise the typical conventions of word order and compare with English and other languages spoken in the class. Understand that words will not always have a direct equivalent in the language when introducing family members. Recognise that languages borrow words from other languages. Begin to use a dictionary to find the meanings of new words.</p>	Memorise and present a set of instructions in a weather forecast. Choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words. Understand and express like and dislikes, as well as simple opinion about sports and pastimes. Agree and disagree with statements. Understand and use negative statements. Recall, retain and use words, phrases and sentences from previous learning and include within new language. Apply knowledge of language rules and conventions when building short sentences to do with body and clothes vocabulary. Notice different text types and deal with authentic text, including songs from the target language country (head, shoulders, knees and toes for example). Use the context of what is seen/read to determine some of the meaning. Perform a short role play of visiting the doctors. Analyse and compare English and the language being learned, and where appropriate with other languages.	Understand the main points from speech which includes unfamiliar language. Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues such as foreign schooling using empathy and imagination to understand other people's experiences. Identify geographical features of Paris and France as a whole. Learn about buildings in the capital and use within a tourist role-play scenario. Learn about symbols representing own country, culture and community, and products from another country and culture. Integrate new language into previously learnt language. Apply grammatical knowledge to make sentences. Use a word or phrase known in one context or topic in a different topic or context. Make sensible guesses based on clues. Pick out key words when listening.
Music			
Y1	<p><u>Focus on Singing:</u></p> <ul style="list-style-type: none"> - Songs related to school routines songs related to traditional tales - Nativity play 	<p><u>Percussion/Composing/Notation:</u></p> <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 	<p><u>Singing:</u></p> <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] 	<p><u>Fire of London Music .</u></p> <ul style="list-style-type: none"> • learn and take part in singing song London's burning and Ring a ring a rose. 	<ul style="list-style-type: none"> • <u>Singing CASMA</u> • - take part in singing and accurately follow a melody for a little red riding hood production.

	<ul style="list-style-type: none"> perform songs individually or as part of a group 	<ul style="list-style-type: none"> follow instructions on when to come in when singing in a round. change the volume of my voice use instruments that will give a long or shout sound use pitch with my voice explore using and changing dynamics. use symbols to compose a piece of music. experiment and play tuned and un-tuned instruments experiment with using a beat and tempo explore, choose, organise sounds and musical ideas explore how sounds can be made in different ways use pitch, dynamics, tempo and beat in a composition. 	<ul style="list-style-type: none"> -follow instructions on how and when to sing in a large group with multiple skills.
Y3	<u>Performing</u> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a pantomime song clearly. Show control of voice. Play notes on an instrument with care so that they are clear on self created inca intruments. Perform with control and awareness of others. 	<u>Samba...</u> (year 4 in spring term , year 3 summer) <u>Performing</u> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <u>Composing</u> <ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<u>Transcribing music</u> <ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <u>Describing music</u> <ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. <u>History of music</u> <ul style="list-style-type: none"> Develop an understanding of the history of regiois Taize music. All based on Taize music
Y4			
Y5	<u>Norfolk Music Service</u>	<u>Performing</u> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a pantomime song clearly. Show control of voice. 	<u>Music Separate Lessons</u> Understand that the body can be used as a musical instrument to create different musical effects. Create a short piece using solely body percussion by exploring different techniques and effects. Understand key terminology to do with music including pitch, rhythm and tempo. Create and
Y6	<u>Performing</u> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. 		

	<ul style="list-style-type: none"> • Show control of voice. • 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"> • Play notes on an instrument with care so that they are clear on self created inca instruments. • Perform with control and awareness of others. 	develop rhythmic patterns with an awareness of timbre and duration. Consider different means of recording chants, as a round for example. Read and represent graphic scores. Perform a chant with controlled breathing and read from a piece of music. Learn terms: quaver, crotchet, minim, semi-breave. Create musical pieces.
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Trips/ Events Extra curricular

FS	Christmas! (including Nativity play) Carol singing Christmas Fayre (enterprise Proj)	Easter Family Learning Day Class assembly Comic relief	Bewilderwood Sports Day Class assembly Bouncing for Cancer Day
Y1	Family Learning Day Pantomime visit Class assemblies Harvest Children in Need day		
Y2	<ul style="list-style-type: none"> • Victorian dress up day • Pantomime visit in school • Harvest • Christmas • Christmas Play • Family Learning Day • Preparation for Christmas Fayre (enterprise) • Children in need day • Open the book assembly • Christmas experience day 	<ul style="list-style-type: none"> • Easter service • Easter Bonnet Parade • Gymnastic competition • Class • School Disco • Open the book assembly • Karate Day • Burning of The Great Fire of London • CASMA rehearsal trip • Healthy eating Assembly 	<ul style="list-style-type: none"> • Sports Day • Class trip around village for geography field work • Trip to How Hill. • Preparation for BBQ (enterprise project) • Summer BBQ • Open the book assembly • CASMA performance.
Y3	Christmas play, Christmas Pantomime, safety week, forest schools, family learning day and Christmas fair (enterprise project)	<ul style="list-style-type: none"> • Horstead residential • Alien Day • Easter service • Easter Bonnet Parade • Gymnastic competition • Class • School Disco • Open the book assembly • Karate Day 	<ul style="list-style-type: none"> • Local field trip - Buxton • Sports Day • Preparation for BBQ (enterprise project) • Summer BBQ • Open the book assembly • Casma
Y4			
Y5	Christmas play, Christmas Pantomime, safety week, forest schools, family learning day and Christmas fair (enterprise project), Mede Lodge, care home Christmas singing , Children in Need, Harvest	Alien Day (English)	Whitwell Residential
Y6		Africa Alive (Benin Topic - map skills)	Sports Day Crucial Crew (Y6) Enterprise Project (Summer BBQ)

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