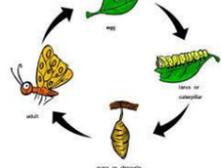
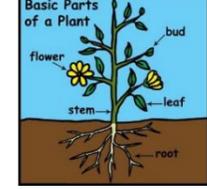
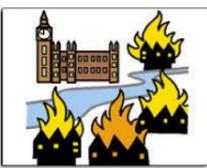
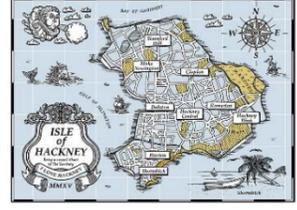
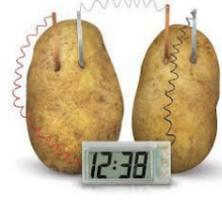
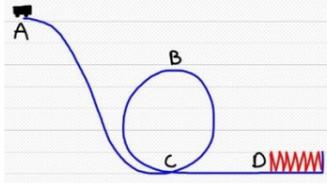
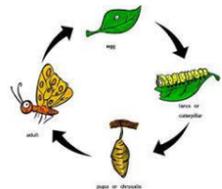
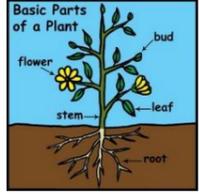
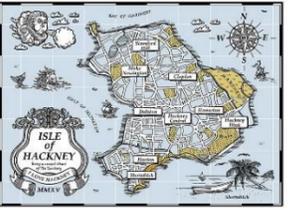


HHS Whole School Curriculum Topic Overview

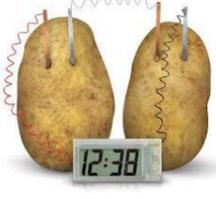
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All About Me 	Once Upon A Time 	All Around the World 	Lifecycles 	Superheroes 	Pirates and Princesses 
Year 1	Ourselves 	Toys from the Past 	Water World 	Out of this World 	Flowers and insects 	Holidays 
Year 2	Marvellous Medicine 	Weather with You 	Flight 	Fire and Light 	The World Around Us 	Where in the World? 
Year 3	A Picture says 1000 Words 	Soup Kitchen 	Ancient Greece 	Buildings 	Japan 	Eurovision 
Year 4	The Sound of Music 	Taking Control 	Rocking Romans 	Transport and Trade 	Reduce, Reuse, Recycle 	Raging Rivers 
Year 5	Thrills and Spills 	Achievements and Legacies 	Georgians – Mad, Bad and Dangerous 	Conflict 	Around the World in 80 Days 	Natural Disasters 
Year 6	Inside Out 	To Infinity and Beyond 	Iron Man 	Walk like an Egyptian 	Bollywood 	Sun, Sea and Sand 

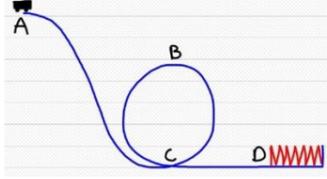
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	All About Me	Once Upon A Time	All Around the World	Lifecycles	Superheroes	Pirates & Princesses
						
Main Themes	<ul style="list-style-type: none"> • Me and my family • How to make a friend • Where my family are from and some of the traditions and cultures of that place • Growing up from a baby to now • Starting school, settling in, making friends and learning about my school • My favourite things – toys, games, books, friends, pets • My senses – finding out about the world around me using my senses • Rules – why do we have them and how can we learn to follow the school rules • Name recognition and writing • Pattern and numbers within 6. • Visit from the local police to talk to us about keeping safe. • Celebrate Diwali- Introduce Hinduism, making diva lamps, Rangoli and mehndi patterns (parent to come in to discuss Diwali). 	<ul style="list-style-type: none"> • Discuss the different characters and settings within different traditional and fairy tales. • Make class and individual story maps to help sequence the tales. • Read and discuss alternative versions of tales (Example: The Three Little Wolves and The Big Bad Pig). • Recreate some of the stories through small world play or role play. • Make new endings for some of our favourite traditional tales. • Create new items for some of the characters within the story (a new cape for Red Riding Hood, a chair for Baby Bear). • Begin developing our reasoning skills through P4C using our book of the week. • Celebrate and learn about Black History Month, Remembrance Day, Hanukkah and Christmas (parent to come in to discuss Hanukkah). 	<ul style="list-style-type: none"> • Exploring our local area of Hackney and London. • Introduce different modes of transport through investigations of land, sea and air. • Learn about different animals, environments, settings and climates around the world. • Discuss and use different materials and textures. • Make our own versions of modes of transport and animals using junk modelling. • Develop our understanding of 'why', 'what' and 'how' questions. • Begin writing captions, labels and sentences with less adult support during topic time. • Explore numbers within 15. • Learn how to group and share numbers both equally and unequally. • Celebrate Chinese New Year- Introduce story, lucky colours and explore our own dragon dances. 	<ul style="list-style-type: none"> • Minibeast hunt during Outdoor Adventures. • Counting birds, animals and humans when walking to off-site activities. • Animal lifecycles- comparisons between different animals. • Plant lifecycles- learn what plants need to grow by planting our own cress seeds. • Small group planting in the Reception outdoor area. • Learn about symmetry in the environment and create our own symmetrical painting. • Label the different stages of a lifecycle. • Order caterpillars to investigate and watch them turn into butterflies. • Make our own booklets to capture each stage of the caterpillar life cycle. • Observational drawings of plants and animals. • Celebrate Easter- Introduce story, make Easter cards, paint polystyrene eggs, talk about new life and new beginnings. 	<ul style="list-style-type: none"> • Use our imaginations to make-believe and develop our vocabulary linked to superhero songs and books. • Set 'rules' on how to behave as a superhero and come up with our own catchphrases. • Create own props and costumes using different materials to support our play. • Discuss real life superheroes including fire fighters, nurses and the police. • Use ICT to make our own superhero masks and to make our own superhero stories using Puppet Pals. • Explore measure through capacity, weight, estimation and non-standard measure. • Ordering numbers to 20 including finding one more/greater and one fewer/less. • Start swimming lessons. • Begin looking at our transition into Year 1. 	<ul style="list-style-type: none"> • Prepare for our transition into Year 1- meet our new teacher and classroom. • Meet and play with some of the new reception children during our Outdoor Adventure sessions. • Make treasure maps- X marks the spot. Label key landmarks to help find the treasure. • Go on treasure hunts during Outdoor Adventures using our knowledge of positional language to help find the treasure. • Make shields, castles and ships from everyday materials. • Explore sea creatures and the world under the sea. • Use ICT to gather information and make a fact-file about sea creatures. • Make our own pirate and princess stories to help us write in phonetically plausible sentences. • Celebrate Eid- Introduce Islam, explore mosques (parent/staff member to come in to discuss Eid to children).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Ourselves	Toys from the Past	Water World	Out of this World	Flowers and insects	Holidays
						
Main Themes	<ul style="list-style-type: none"> Children will think about what makes them unique and what makes them the same. We will be finding out about our local area and then thinking about our cultures. We will learn about cultures from all around the world Science - will learn how to ask simple scientific questions. Identify ways of finding out about themselves. Simple investigations will also teach children to observe what happens and think about what might happen next. 	<ul style="list-style-type: none"> Year 1 will be looking at a variety of different toys and exploring the way they work. Design and make their own toys. Will learn about toys from different countries around the world. The children will be continuing to develop their investigating skills in science by testing the speed of different toys and looking at why toys float and sink. We will also be visiting the V&A Childhood Museum to look at toys from the past! 	<ul style="list-style-type: none"> Geography, we will be linking our learning to the Topic—Water World. Children will be learning vocabulary that refers to physical features such as 'sea, ocean and river' and human features such as 'harbour'. Science, the children will be identifying and naming a variety of common animals including fish and will then move on to being able to describe and compare them. Children will then be introduced to the terms 'carnivores, herbivores and omnivores' and will practise classifying animals. 	<ul style="list-style-type: none"> Science, children will be investigating and experimenting with light sources, Understanding how the Earth moves, causing day and night. Children will also be creating their own Solar System diorama. History, children will be looking at some of the major events in space, including the moon landing and Mars Exploration Rover missions! We will be investigating famous historical figures such as Mae Jemison and Neil Armstrong as well as the more recent adventures of Tim Peake! In Design and Technology, the children will be carrying out a cooking unit. The brief, to design and make an 'Out of this world' fruit dish. They will then evaluate their creations by tasting them. 	<ul style="list-style-type: none"> Science: Investigate what seeds need to grow and observing and recording what happens in bean diaries. We will be drawing and labelling diagrams of flowering plants and bees. Understanding and researching both the life cycle and the journey of the Monarch Butterfly. Know how to classify things that are alive, dead or never alive. Know how to classify insects using branching diagrams. 	<ul style="list-style-type: none"> Science: we are going to be observing the 4 seasons. Children will be identifying seasonal and daily weather patterns in the UK. We will be also be designing and making a functioning suitcase that can open and close.

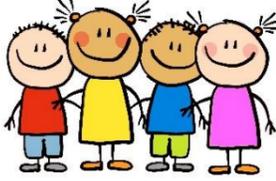
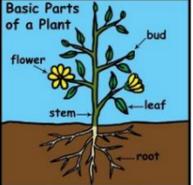
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Marvellous Medicine	Weather with You	Flight	Fire and Light	The World Around Us - Hackney	Where in the World? Kenya vs England
						
Main Themes	<ul style="list-style-type: none"> • Understand about the human body • Identify changes on a time line • Identify why Florence Nightingale was important • Identify why Mary Seacole was important • Identify similarities and differences • Explain how blood moves around our bodies. • How our bone and muscles work together • Study the lives of significant individuals in Britain's past • Portraits 	<ul style="list-style-type: none"> • Creating experiments to measure rainfall • Understand that weather can be measured in different ways. • Plan and conduct an experiment • Seasonal change • Changes beyond living memory • Inventions and how they have changed the world. 	<ul style="list-style-type: none"> • Study the lives of significant individuals in Britain's past • Study the lives of significant individuals from the rest of the world - Wright Brothers. • Inventions – find out about inventions related to flight • Identify which materials are best suited for a task • Plan, conduct and evaluate an investigation • Design and create a group invention using DT • How have inventions changed the world 	<ul style="list-style-type: none"> • Significant events in British and worldwide past • Researching from a range of sources • Celebration of communities across the world • Exploring the internet safely • Presenting findings using ICT • Experiment with musical instruments/drama to express feelings/emotions of people involved in events throughout history • Researching significant people throughout history involved in key decisions which have changed the lives of those in the UK 	<ul style="list-style-type: none"> • Learn about countries and capitals in the UK • Discover physical and human features of UK • Carry in depth study of local area • Make comparisons from local area to a chosen place • Create a map of the local area including key, compass points and points of interest • Bridges, monuments and structures • Observe seasonal changes • Research how seeds and bulbs grow into plants • Research and investigate the varying needs of different plants • Watercolour landscape paintings • Sketching landscape/London skyline 	<ul style="list-style-type: none"> • Ecosystems, food chains and survival techniques • Camouflage • Habitats • Kenyan wildlife • Habitats of British wildlife • Food chains in British countryside • Investigate differences in animals • Locate main areas and cities and use maps • Explore how the climate conditions affect the way of life • Explore everyday customs, life and leisure – learn about needs of humans and animals and how these vary based on location • Discover Kenyan heritage and beliefs

Year 3	Autumn 1 A Picture says 1000 Words	Autumn 2 Soup Kitchen	Spring 1 Ancient Greece	Spring 2 Buildings	Summer 1 Japan	Summer 2 Eurovision
Main Themes	 <ul style="list-style-type: none"> Investigate light sources Learn about the human eye and how lenses, microscopes and other inventions help to enhance our own vision Optician in to do sight tests Learn about the parts of the eye and how to protect your eyes Learn about history of cameras – how they originally worked compared to the features of cameras today Learn about composition, effects and lighting involving in photography Sketch observations before using camera to take still life picture – compare uses and quality 	 <ul style="list-style-type: none"> Food groups Balanced diet and exercise Food preparation and staying safe in the kitchen Food preservation Growing own plants Designing own menu using ICT Food preparation and presentation Prepare food dishes using a range of different cooking techniques Asking and answering questions to the Food Bank organisers Group fund raising ideas for the local food bank – posters/leaflets using ICT, budget, plan and roles assigned Mix paints to create shadow and 3D effect when painting still life of food Use internet/email to contact people (safely) and arrange a meeting Compose music to play in groups at the Christmas Fair Learn about the different composers and musicians throughout history 	 <ul style="list-style-type: none"> Ancient Greece timeline Life in modern day Greece Location of Greece on map/in an atlas Using ICT, design a travel brochure for travelling to modern day Greece Which decisions, inventions and ideas are still used or adapted today? Learn about life in Ancient Greece – compare Look at pictures of ancient Greek warriors and talk about what you can learn from these pictures Olympics – then and now. Athletes throughout history Ancient gods Ancient clothing – compare to designs today Ancient food and celebrations/parties 	 <ul style="list-style-type: none"> Study changes in buildings throughout history Uses of different buildings Materials used in buildings Testing materials for different uses Homes for hunter gatherers design and architecture exploring forces and explanations behind architecture e.g. skyscrapers, underground tunnels and wide bridges compare forces endured by different structures design own building and test forces on it learn about the history of architecture learn about famous architects and visit some of the buildings here in London 	 <ul style="list-style-type: none"> Environmental factors– impact on environment and wildlife. Looking at the different climates and conditions in Japan. Volcanoes, tropics and mountains. Solids, liquids and gases Changing states Magnetism and forces Adaptations to transport in various terrains Information text about Asian regions and the effects of global warming investigate the effects of magnetism and the impact on different things Plan and carry out an investigation based on magnetism Using watercolour, paint scene of a Japanese Garden Learn about how earthquakes and tsunamis are created and their impact Effects of earthquakes on cities Advancement of technology and where can it go? Different traditions, religions and festivals. Food from Japan. Traditional and cultural music and performances. 	 <ul style="list-style-type: none"> Study of Europe Countries, capitals, major cities and airports Human features Famous landmarks Physical features Seas, lakes and oceans in Europe Flags and emblems Significant people and events Varying weather and climate Foods and cultures Use the internet to form links with another school elsewhere in Europe – email/skype them to ask questions about their lives and send them pictures of the school Use maps and computers to locate places

Year 4	Autumn 1 The Sound of Music	Autumn 2 Taking Control	Spring 1 Rocking Romans	Spring 2 Transport and Trade	Summer 1 Reduce, Reuse, Recycle	Summer 2 Raging Rivers
						
Main Themes	<ul style="list-style-type: none"> • Musical instruments and their different sounds • Composition of sound • Musicals/theatre posters/invites • Famous musicians • The different parts of a play – planning, auditions, set design, costume design, script, marketing, ticket sales, evaluations, reviews, etc • Investigate different ways to change the sounds you hear • Learn about dangers to our ears and the damage that can occur • Learn about people who are hearing impaired and how they adapt – the inventions that they utilise • Learn about how different styles of music are used to create different effects – compare horror, romance, comedy and more • Identify how sounds are made – vibrating • Find patterns between pitch of sound and features of the object that makes the sound – investigate further • Investigate the change in sound with increased distance • Compose and perform ensemble pieces of music using voices and instruments 	<ul style="list-style-type: none"> • Controlling computers using everyday objects (e.g. potato clock) • Conductors and insulators • Interesting and useful device group challenge • Linking science and design for optimal performance • Electrical circuits and mechanisms • Evaluation and refine of products designed • Identify appliances that run on electricity • Construct circuits and investigate effects of adding different components • Present data from investigations using computer software • Control products using a range of different sources of ICT 	<ul style="list-style-type: none"> • Play scripts • Roman Empire • Mosaics • Rocks and Materials • Solids, liquids and gases – how to classify, their uses and their adaptations • Sketch of roman houses/villages based on the pictures provided • Evidence of how Romans lived using different sources – investigate the validity of these sources • Learn about roman design with buildings/transport and clothing • Roman numerals – their uses today • Roman empire • Roman shields compare with modern day • Roman army 	<ul style="list-style-type: none"> • Types of transport across the world • Transport into space – potential of travel into space • Animals and carts used during the Stone, Bronze and Iron ages • Adaptations in transport • Trade throughout history • Changes in expertise and use of materials • Location of materials • Uses of materials • Design and build own vehicle for a particular use – evaluate and determine adaptations • Collect data on the types of transport used throughout history • Record data analysis using ICT 	<ul style="list-style-type: none"> • Digestion in humans and animals • Functions of the different parts of the digestive system • Different types of teeth that humans and animals have and their uses • Producers, consumers, predators and prey – food chains • Recycling waste • Compost and materials going back into the earth • Carbon foot printing • How to reduce own carbon footprint • Non/biodegradable products – their effects on the environment • Recycling waste products – their uses • Charity shops and refuse centres • Use the internet to research and design a poster to describe the need for reusing and recycling • Set up own compost unit and use as fertiliser in the school • Set up data collection tool using ICT to log which class is reusing and recycling the most 	<ul style="list-style-type: none"> • Using classification to identify different living and non-living things in the local area • Recognise the effects of changing environment on living things • Effects of heating and cooling on materials, land and the waters that surround them • Water cycle – condensation and evaporation • Design a river rapid computer game and present it using ICT

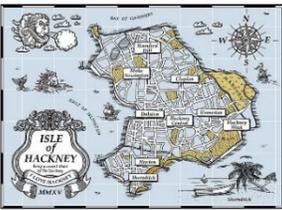
Year 5	Autumn 1 Thrills and Spills	Autumn 2 Achievements and Legacies	Spring 1 Georgians – Mad, Bad and Dangerous	Spring 2 Conflict	Summer 1 Around the World in 80 Days	Summer 2 Natural Disasters
Main Themes	 <ul style="list-style-type: none"> • Designing rides at a fairground – what makes an attractive design? Graphic design elements • Testing certain features and applying physics to understand if it would work • Making a model of fairground ride to test under different rules • Programming computer games to produce rides for fairground • Investigating forces – rotations, pushes and pulls • Instructional writing • Changing state – mixing materials and making potions • Chemical reactions and changes • Effects of reactions and changes on the human body, the environment etc • Plan an investigation including variables which are to be controlled – analyse results and evaluate • Compare materials used for different purposes and test them in for different effects – manipulating materials • Investigate dissolving materials, producing solutions and recovering a substance from solution • Recognise the effects of levers and pulleys on forces 	 <ul style="list-style-type: none"> • Personal achievements • Achievements of modern life – construction, invention and technology which has transformed life • Legacies of civilisation throughout history • Engineering • Medicines and healthcare • Ancient Greece – democracy, mathematics, Olympic games and marathon • Describe changes in humans from birth to adulthood – how do these changes effect different people – how do different people use their potential • Scientific legends and their findings – how are these used today • Changes in society due to the ideas and achievements of others • Explore schooling – college, university, qualifications and industries of interest • Investigate gravity, air resistance and water resistance - relate to the scientists who discovered these • Myths and legends 	 <ul style="list-style-type: none"> • Stories from a range of historical settings • Evolution and inheritance • Recognising how living things adapt and change over time • Understanding chronology • Interpreting the past and recording events in their own words using a range of ICT and art forms • Monarchy vs government • Agriculture, industry and trade in Britain • Factories and mills • Steam engines and canals – the changes that occurred because of these • Crime and punishment • Georgian buildings, settlements and inventions • Class system 	 <ul style="list-style-type: none"> • Major conflicts that the world has seen – WW1 and WW2 • Life during the war • Changes in Britain because of the war • Changes around the world because of the world wars • Impact war has on society • Present day forces – The Army, The Royal Navy and the Royal Air Force • Defences – buildings, armour, tactics, castles, fortifications • Reasons of conflict • Using different sources of evidence to make assumptions on the past • Attitudes to war • Family conflicts and resolutions • Bullying and resolving conflict in school • Debate the reasons wars start and the impact of war on society/land and future • Understand reasons behind conflicts • Sketch and paint pictures depicting conflict 	 <ul style="list-style-type: none"> • Famous travellers throughout history and world record breakers today • Life on a yacht or boat • Seven continents and five oceans • Rivers and lakes • Tourism around the world • Creating posters/leaflets and guides to help tourists around a chosen city • World travel – the cost of travel • Children given a budget to plan a holiday which ticks certain criteria e.g. a cultural stop, a world famous event, etc • Link with schools in different countries and form relationships with the children there – school exchange? • Learn about animals from around the world, their adaptations to their environments, how they produce young • Classify different animals, amphibians, insects and birds found on each continent • Artists from around the world – how their work varies • Learn about the movement of the earth and planets in the solar system – learn about the implications of these movements • Use research to find out about day and night across the world and the timezones in each continent 	 <ul style="list-style-type: none"> • Investigating patterns of earthquakes, mountains and volcanoes • Explore the different climatic and vegetation zones in the world • Where natural resources are found • Explore how countries are linked through the use of natural resources • Fantastic machinery used to extract natural resources • Overuse of some of world's natural resources • Climate change – why is this happening and what is the effect? • How scientists are developing new energy resources and technologies • How communities and engineers deal with volcanic eruptions and earthquakes • Newspaper reports on natural disasters – look at the language and pictures used, children create their own in groups using ICT • Printing and building up colour to show layers of water/waves/wind and textures • Researching countries with extreme weathers and finding out why they are more prone to these • Famous paintings of water e.g. Monet • Rainfall/sunshine statistics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Inside Out	To Infinity and Beyond	Iron Man	Walk like an Egyptian	Bollywood	Sun, Sea and Sand
						
Main Themes	<ul style="list-style-type: none"> Learn about the main parts of the body Draw scientific diagrams of how the circulatory system works and cross sections of key organs Dissect a lamb's heart/brain as a group Controlled experiment on the effects of exercise on different people in the class – analyse and interpret results using ICT Learn about the effects of drugs on the body Problems with different organs – diseases, cancer and other issues Comparing uses and techniques of different organs 	<ul style="list-style-type: none"> Investigate light used in reflections, shadows and everyday uses of light on today's society Life in space – the changes that you need to make to adapt to no gravity Space travel – brochures leaflets designed and made using ICT, children to explore cost analysis of space travel Life beyond our solar system Extra-terrestrial life Aliens and adaptations of humans and other animals 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to Iron Age Types of settlement Electricity and magnetism/magnetic materials Interpret past events relating to inventions and ideas – placing them in chronological order 	<ul style="list-style-type: none"> Differences in lives of rich and poor throughout British history Differences in lives of rich and poor throughout some ancient civilisations Comparisons of food, housing, clothes, jewellery, burial, transport, entertainment differing as a result of status Discover how some people have been controlled by others as slaves Investigating reforms which helped the lives of everyone (e.g. NHS) 	<ul style="list-style-type: none"> Rangoli patterns 3D sculptures – children create their own Hinduism and celebrations Dance as a form of expression – matched with different music for different effects Animation – history of cinema, technology and photography History of Bollywood Recounts from stories from different cultures Light, shadow, reflections, colours and the human eye Investigating the effect of components on the brightness of a lamp or the volume of a buzzer – drawing a scientific diagram to represent this 	<ul style="list-style-type: none"> Learn about the formation of fossil and how we use them to learn about history of animals and life Classifying animals and plants under the sea Scuba diving, increases in pressure and the effects on the body Deep sea life – unknown to us How is sand made – how can sand be changed into glass – uses of glass Effects of sun on the human body – how to protect ourselves Mixing light and water – the effects

YEAR 1	Autumn 1 Ourselves	Autumn 2 Toys from the Past	Spring 1 Water World	Spring 2 Out of this World	Summer 1 Flowers and insects	Summer 2 Holidays
						
Working Scientifically	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> observing closely, using simple equipment <ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> Gathering and recording data to help in answering questions. 					
Science	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> Distinguish between an object and the material from which it's made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 2) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<ul style="list-style-type: none"> Identifying and classifying 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants including trees 	<ul style="list-style-type: none"> Observe changes across four seasons. Observe and describe weather associated with the seasons and how day length varies.
ICT	<ul style="list-style-type: none"> Recognise common uses of IT beyond school. 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or online technologies 	<ul style="list-style-type: none"> Linked to DT - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> Linked to DT - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Geography	<p>Location knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Place Knowledge</p>		<p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocab to refer to key physical features (sea, ocean, river, and valley) and key human features (port and harbour). <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language (near and far, left and right) to describe the location and routes on a map. 			<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK. use basic geographical vocab to refer to key physical features (season and weather)

	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. 					
History	<ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality - Museum of Childhood (History of toys and Jack Odell created the first matchbox car in London). Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Neil Armstrong, Tim Peake and Mae C Jimerson). Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally International Darwin Day (event commemorated through anniversary of birth) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	
Art	<ul style="list-style-type: none"> To know about the work of a range of artists and to make links to their own work. To use drawing and painting to develop and share their ideas. 	<ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share ideas, experiences and imagination 	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour and texture. 		<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using line, shape, form, space and pattern. 	
Design Technology		<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. To communicate their ideas by generating and developing drawings and through talking <p>Make</p> <ul style="list-style-type: none"> To select from a use a range of tools and equipment to perform practical tasks e.g. cutting, joining and shaping). To select from a wide range of materials and components, including construction materials according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products. To evaluate their ideas and products against a design criteria. NB this should be evidenced at the drawing/talking stage (designing) as well as when evaluating the finished product. 		<ul style="list-style-type: none"> Design: 1) To design an appealing product for themselves and other users based on a design criterion. To model and communicate their ideas through templates and mock-ups including the use of ICT. Make: 1) To select from a range of tools and equipment to perform practical tasks. E.g. rolling pins, whisks etc and tools to decorate in order to finish the product. To select from and use a wide range of materials and components including ingredients according to their characteristics. Evaluate: 1) Explore and evaluate a range of existing products (e.g. taste test and appearance). Evaluate their ideas and products against design criteria (e.g. could peer-assess each others' food 		<p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop and communicate their ideas by generating and developing drawings and through talking <p>Make</p> <ul style="list-style-type: none"> To select from a use a range of tools and equipment to perform practical tasks e.g. cutting, joining and shaping). To select from a wide range of materials and components, including textiles according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate their ideas and products against design criteria To evaluate their ideas and products against a design criteria. NB this should be evidenced at the drawing/talking stage (designing) as well as

		<p>Technical knowledge</p> <ul style="list-style-type: none"> To explore and use mechanisms (e.g. levers, wheels and axles) in their products. 		<p>products. NB - Be aware of food allergies.</p>		<p>when evaluating the finished product.</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms (e.g. levers and fastenings to open and close the suitcase) in their products.
DT – Cooking and Nutrition				<ul style="list-style-type: none"> Use the basic principles of a healthy, varied diet to prepare dishes. Understand where food comes from. 		
RE	<p>Christian Harvest Festival</p> <ul style="list-style-type: none"> To understand what makes the world wonderful. To understand what 'harvest' is. To understand that Christians are thankful during Harvest. To understand that everyone is good at something. To understand the different vegetables and fruits that are harvested. To write 'thank you' cards for the people who help. 	<p>Christmas</p> <ul style="list-style-type: none"> To explore what 'love' is. To read and re-tell the beginning of the Nativity Story. To understand that God gave Jesus as a present to this world. To explore how Jesus is described as the 'light of the world' To explore one way of Christians celebrate Christmas. To discuss who we celebrate Christmas with. To make my own Christmas decorations. 	<p>Islam</p> <ul style="list-style-type: none"> To be able to describe the 5 pillars of Islam. To be able to discuss what happens when a Muslim baby is born. To know that Muslim children learn how to behave from their religion. To know that the Prophet Muhammad (PBUH) is an example for Muslims of how to live. To know that Muslims learn about Allah in the Quran. To recall the learning from the unit. 	<p>Hinduism – Holi and stories of Krishna</p> <ul style="list-style-type: none"> To know that Hindus tell stories about Krishna as a baby and a child To know the symbols that help Hindus recognise Krishna. To reflect on ways of making up with friends after a quarrel. To describe some of the ways Hindus celebrate Holi. To understand Holi is a happy festival for Hindus and to know that Hindus forget their differences at Holi. To understand that Hindus use pictures and statues to think about Krishna. To recall the learning from the unit. 	<p>Judaism</p> <ul style="list-style-type: none"> To recognise and name the features of Shabbat To recognise and name some of the preparations Jews do for Shabbat To recall their own experiences of preparing for a festival. To recognise and name the mezuzah To recognise and name features of Havdalah and going to the synagogue. To understand the significance of the synagogue for Jews. To recall the key symbols in a synagogue and understand their importance. 	<p>Sikhism</p> <ul style="list-style-type: none"> To understand symbolism in Sikh worship To understand that the 5K's are symbols of the Khalsa. To know that the Golden Temple is a place of worship for Sikh pilgrims To know some of the key features of a Gurudwara To understand the beliefs and basics of Sikhism.
PSHE	<p>Being me in my world</p> <ul style="list-style-type: none"> To be able to identify members of my family. To be able to identify traditions and activities done as family. To identify where my family is from. To be able to recognise celebrations that my family celebrate. To be able to discuss my family and the activities we do together. 	<p>Celebrating difference</p> <ul style="list-style-type: none"> To be able to compare families and discuss similarities and differences. To be able to identify positive personality traits in ourselves. To be able to discuss similarities and differences between each other. To be able to identify bullying and how to stop it. To be able to share and be kind even if people are different to us. 	<p>Dreams and goals</p> <ul style="list-style-type: none"> To be able to plan towards my goal. To be able to reflect on my goals and celebrate. To be able to reflect on my learning. To be able to recognise success. 	<p>Healthy Me</p> <ul style="list-style-type: none"> To be able to identify healthy and unhealthy foods. To be able to make healthy food choices. To be able to feel changes when we exercise. To be able to identify exercises. To be able to understand the importance of good hygiene. 	<p>Relationships</p> <ul style="list-style-type: none"> To identify important people around me. To identify what makes a positive relationship To identify what makes a negative relationship. To be able to fix problems with friendships. To be able to compare relationships. 	<p>Changing me</p> <ul style="list-style-type: none"> To identify my body parts To be able to describe past changes. To be able to describe future changes. To be able to discuss how I feel about change.

Music	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Consolidation 	<ul style="list-style-type: none"> Consolidation
PE	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 		<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> Perform dances using simple movement patterns 		
YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Marvellous Medicine</p> 	<p>Weather with You</p> 	<p>Flight</p> 	<p>Fire and Light</p> 	<p>The World Around Us</p> 	<p>Where in the World?</p> 
Working Scientifically	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> observing closely, using simple equipment <ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions <ul style="list-style-type: none"> gathering and recording data to help in answering questions. 					
Science	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> Identify and compare suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> Identify and compare suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and suitable temperature to grow and stay healthy identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and 	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) explore and compare the differences between things that are living, dead, and things that have never been alive Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

					animals in their habitats, including microhabitats	
ICT	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or online technologies 	<ul style="list-style-type: none"> Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> Recognise common used of ICT beyond school 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Geography		<ul style="list-style-type: none"> Human and Physical Geography: 1) identify the location of hot and cold areas of the world in relation to the Equator and the N and S poles. Use simple compass directions and locational language Identify seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and the North and South poles 			<ul style="list-style-type: none"> Name locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features – devise a simple map and construct basic symbols in a key 	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country
History	<ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to national and international achievements 		<ul style="list-style-type: none"> Lives of significant individuals in the past who have contributed to national and international achievements Changes within living memory 	<ul style="list-style-type: none"> Changes within living memory – changes in national life Events beyond living memory that are significant nationally or globally (e.g. Great Fire of London or festivals) 		
Art	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products 		<ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers, designers, describing the differences and similarities between practices and disciplines, and making links to their own work To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products 	
Design Technology			<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, ICT Select from and use a range of materials and 		<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Evaluate their ideas and products against design criteria Explore and evaluate a range of existing products

			<p>components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria 		<ul style="list-style-type: none"> Explore and evaluate a range of existing products 	
DT – Cooking and Nutrition	<ul style="list-style-type: none"> Use the basic principles of a healthy, varied diet to prepare dishes Understand where food comes from 					
RE	<p>Hinduism</p> <p>Diwali</p> <ul style="list-style-type: none"> Understand about the importance of the hindu shrine To know some basic facts about the Hindu religion To understand the story of Rama and Sita and how it links to Diwali To know that the heroes in the Diwali story remind Hindu's to be good To understand ordinary people can be heroes 	<p>Judaism and Sikhism</p> <p>Birthday of Guru Nanak and Hanukkah</p> <p>I can reflect on and share my own experiences of Celebration.</p> <p>I know that Guru Nanak is an important figure for Sikhs.</p> <p>I can compare how I treat people to how Guru Nanak does.</p> <p>Explore feelings and celebrations related to light and darkness.</p> <p>Know the story of Hanukkah and the importance of the menorah.</p> <p>Identify some of the traditions of celebrating Hanukkah.</p> <p>Identify and suggest meanings for some symbols associated with Hanukkah</p>	<p>Christianity</p> <p>Baptism</p> <p>know about ways in which you belong</p> <p>know that a crucifix is the sign of being part of a Christian family</p> <p>know that Christians learn about God and Jesus at church and from the Bible</p> <p>know that some Christians welcome babies into the Christian family with a baptism</p> <p>know that some Christians welcome babies into the Christian family with a baptism</p> <p>know that Baptism expresses the hope that children will grow up to follow the teaching and example of Jesus</p> <p>Understand the different ways people celebrate a baptism</p>	<p>Christianity</p> <p>Easter</p> <p>To know the name of the Christian holy book and place of worship.</p> <p>To know that Christians believe Jesus Christ is the son of God.</p> <p>To understand why Jesus is important to Christians</p> <p>To know why Christians celebrate Easter.</p> <p>To know how Christians celebrate Easter.</p>	<p>Islam</p> <p>Ramadan and Id-ul-Fitr</p> <p>To explore and understand Muslims' belief in one God and the use of the Qu'ran.</p> <p>To be able to retell the story about Prophet Muhammed (pbuh) receiving Allah's message.</p> <p>To explore and understand, how and why it is important for Muslims to fast during Ramadan and celebrate Id-ul-Fitr.</p> <p>To explore and understand some of the ways Muslims celebrate Id-ul-Fitr</p> <p>To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p>	<p>Buddhism</p> <p>Wesak</p> <p>To know about the objects on a Buddhist shrine</p> <p>To know what made Siddhartha sad.</p> <p>To know that Siddhartha realised that everything in the world changes</p> <p>To know that the symbol of light at Wesak is a reminder that the Buddha and his teachings are like lights for Buddhists</p>
PSHE	<p>Being Me In My World</p> <ul style="list-style-type: none"> Identify hopes and fears Understand rights of a child Understand rights and responsibilities at school and in class Identify how listening and contributing effect learning. Recognise choices and understand consequences 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> Understanding that everyone is different Understanding that people can make assumptions Recognise what is right and wrong Understand how to look after themselves Understand how to ask for help when thing are wrong Know some ways to make new friends Can identify how they are different from friends 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> Choosing realistic goals Persevere when tasks are difficult Identify who they work well with and who they find difficult to work with Working as a team Identifying ways they work as a team Knowing how to share success 	<p>Healthy Me</p> <ul style="list-style-type: none"> Know what your body needs to be healthy Show what relaxes you and what stresses you Understand how medicines work and how they affect the body Understand food group and know what your body needs each day to be healthy To make some healthy snacks and know why they are good for their bodies. 	<p>Relationships</p> <ul style="list-style-type: none"> Understand role and relationships within families Identify physical contact which is acceptable and which is not Identify things that cause conflict with friends Understand when to keep a secret and when not too Appreciate people who help us 	<p>Changing Me</p> <ul style="list-style-type: none"> recognise the cycles of life understanding that growing/changing/aging in not in their control Recognise changes in their bodies Recognise the differences between boys and girls bodies Identify touch they like and touch they don't Express what they looking forward to in year 3.
Music	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high quality live and recorded music 	<p>Play tuned and untuned instruments musically</p>	<ul style="list-style-type: none"> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music

	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music 				
PE	<ul style="list-style-type: none"> Master basic movements, including running, jumping, throwing and catching as well as developing balance, agility and co-ordination 	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Perform dances using simple movement patterns 		

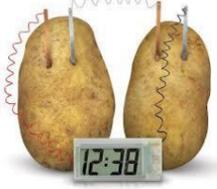
YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A picture says 1000 words 	Soup Kitchen 	Ancient Greece 	Buildings 	Japan 	Eurovision 
Working Scientifically	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them <ul style="list-style-type: none"> setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <ul style="list-style-type: none"> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
Science	<ul style="list-style-type: none"> 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 light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> Compare how things move on different surfaces Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> Compare and group together different types 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 	<ul style="list-style-type: none"> Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> Identify and describe 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 the 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 Find patterns in the way that the size of shadows change 	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement
ICT	<ul style="list-style-type: none"> Use technology safely, respectfully, responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report 	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems 	<ul style="list-style-type: none"> Use sequence selection and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services such as the world wide web and opportunities 	<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of

	concerns about content and contact	by decompressing them into smaller parts	<ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs 	they offer for communication and collaboration		programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, presenting data and information
Geography	<ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time Describe and understand the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied 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 	<ul style="list-style-type: none"> Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and wider world 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night) Describe and understand the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and South America
History	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study Construct informed responses that involve thoughtful selection and organisation of relevant historical information A local history study (period beyond 1066) 	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and different and significance Understand how our knowledge of the past is constructed from a range of sources The achievements of the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China) Ancient Greece - study of Greek life and 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> Study of a non-European society which provides contrast to British History Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources Britain's settlement by Anglo-Saxons and Scots Study of an aspect or theme in British history that extends pupils' knowledge beyond 1066 Construct informed responses that involve thoughtful selection and organisation of relevant historical information

			achievements – influence on Western World			
Art	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<ul style="list-style-type: none"> To learn about great artists, architects and designers in history 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Design Technology	<ul style="list-style-type: none"> 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 to use mechanical systems for their products Understand how to use electrical systems in their products (switches, buzzers and motors) Apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Select from and use a wider range of tools and equipment to perform practical tasks accurately Understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Select from and use a wider range of tools and equipment to perform practical tasks accurately Apply their understanding of how to strengthen, stiffen and reinforce complex structures 	<ul style="list-style-type: none"> Understand how to use electrical systems in their products (switches, buzzers and motors) Apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> Understand how to use electrical systems in their products (switches, buzzers and motors) Apply their understanding of computing to program, monitor and control their products
DT - Cooking and nutrition	<ul style="list-style-type: none"> 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 					
RE	<p>Christianity</p> <ul style="list-style-type: none"> To know the broad sequence and events of the Gospel's story To understand that God is understood by Christians as Father, Son and Holy Spirit To explore how the life and teachings of Jesus tell Christians about God and what it means to be a Christian To understand that Christians try to follow the example of Jesus as a basis for living their lives To be aware that Christians worship as communities and as individuals To understand the diversity that exists within the Christian faith To read parables, readings and gospels from the bible To share experiences of baptism and what it means to them to belong to a fellowship of a church To read/listen to different versions of the story of Jesus and share similarities and differences To have understood some of the differences and the reasons for these differences between Eastern and Western Christianity, and between broadly Catholic and broadly protestant Christianity and that local churches develop their own pattern of worship 	<p>Journey/Pilgrimage</p> <ul style="list-style-type: none"> To understand that preparation for and events of pilgrimage can reflect an inner spiritual journey To discover that pilgrimage may re-enact important events and journeys in the history of a religious tradition To learn that pilgrimage is important for the individual and the religious community To share accounts of journeys they have made, and reasons for making them – highlight physical and spiritual aspects Discuss ways in which we keep memories Talk to people about their experiences of pilgrimage and their reasons for making the journey To have developed a selection of guides for some of the pilgrimages studied To gain a sense of pattern and order and gain an awareness of tradition and continuity 	<p>Story and Symbol</p> <ul style="list-style-type: none"> To understand how story and symbolism can be one way of exploring beliefs about the nature of reality and in religious traditions is often also a way of explaining the concept of God. To learn that many stories contain a moral and give an insight into the way we should behave To learn that religious stories often provide believers with guidance as to how they should behave towards themselves, each other and the world in which they live To learn that components of the natural world (water, light, food) are used within religions to convey deeper meanings 	<p>Community</p> <ul style="list-style-type: none"> To understand that there are responsibilities in becoming a member of a faith community To understand that members of a faith community often subscribe to a central belief To learn that belonging to a faith community enables believers to feel they belong to a worldwide family To explore how marking events as a faith community (eg. holy day, fasts, congregational prayer and meals, can root an individual in their religious and cultural identity) To have learnt about seven initial ceremonies and shared their own stories with each other 		

					<p>about the nature and value of life</p> <ul style="list-style-type: none"> To enact a variety of different stories To compare and contrast parables To explore meanings behind major symbols of religions 	<ul style="list-style-type: none"> To have discussed how different holy days are kept including their own and how the practises give the individual a group identity
PSHE	<p>Drug, alcohol and tobacco education</p> <p>What is a drug?</p> <ul style="list-style-type: none"> the definition of a drug and that drugs (including medicines) can be harmful to people about the effects and risks of tobacco secondhand smoke about the help available for people to remain smoke free or quit smoking <i>Asthma lesson for either Year 2, 3 or 4:</i> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>Keeping safe and managing risk</p> <p>What is bullying?</p> <ul style="list-style-type: none"> what bullying is, the different types of bullying and why it is unacceptable about recognising bullying about what to do if they witness or experience bullying 	<p>Mental health and emotional wellbeing</p> <p>Dealing with feelings</p> <ul style="list-style-type: none"> about different emotions and how to manage these that people can experience conflicting emotions at different times, such as times of loss and change about the process of grief and bereavement 	<p>Mental health and emotional wellbeing</p> <p>Friendship</p> <ul style="list-style-type: none"> about similarities and differences between themselves and others about what makes a good friend about dealing with issues that might arise in friendships 	<p>Careers, financial capability and economic wellbeing</p> <p>Saving, spending and budgeting</p> <ul style="list-style-type: none"> about what influences people's choices about spending and saving money about why people might borrow money and that borrowed money must be paid back about different jobs that people do to earn money and the role of charities 	<p>Physical health and wellbeing</p> <p>Fun, food and fitness: edible and active</p> <ul style="list-style-type: none"> about the range of sources their food comes from that their food comes from a range of countries from around the world about some of the challenges people might experience around keeping physically active
Music	<ul style="list-style-type: none"> Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Develop an understanding of the history of music 	<ul style="list-style-type: none"> Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ul style="list-style-type: none"> Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the interrelated dimensions of music
PE	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movements patterns 		<ul style="list-style-type: none"> Play competitive games and apply basic skills of attacking and defending Use running, jumping, throwing and catching in isolation and combination 		<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team Compare performances with previous ones and demonstrate improvement to achieve their personal best 	
Foreign Language	<ul style="list-style-type: none"> Listen attentively to spoken language and join in Explore patterns and changing sounds through songs and rhymes Ask and answer questions 		<ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in different languages 		<ul style="list-style-type: none"> Write phrases from memory Describe people, places, things and actions orally Understand basic grammar 	

	<ul style="list-style-type: none"> • Speak in sentences using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation • Present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> • Broaden vocabulary and develop ability to understand new words 	
--	--	--	--

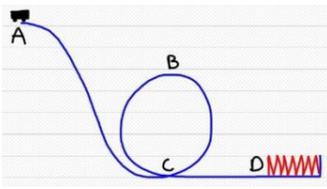
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Sound of Music</p> 	<p>Taking Control</p> 	<p>Rocking Romans</p> 	<p>Transport and Trade</p> 	<p>Reduce, Reuse, Recycle</p> 	<p>Raging Rivers</p> 
Working Scientifically	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them <ul style="list-style-type: none"> • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <ul style="list-style-type: none"> • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 					
Science	<ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celcius • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> • Identify common appliances that run on electricity • Compare and group materials together, according to whether they are solids, liquids or gases 	<ul style="list-style-type: none"> • 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 • Construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of different ways • Explore and use classification keys to help group, identify and name a variety of living things in their local environment • Recognise that environments can change and that this can sometimes pose dangers to living things
ICT	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems 	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services such as the world wide web and opportunities 	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of 	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of

	<p>systems and content that accomplish given goals, including collecting, analysing, evaluating, presenting data and information</p> <ul style="list-style-type: none"> • Use technology safely, respectfully, responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>by decompressing them into smaller parts</p> <ul style="list-style-type: none"> • Use sequence selection and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • 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, presenting data and information 	<p>they offer for communication and collaboration</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, presenting data and information</p>	<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, presenting data and information</p>
Geography	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and South America • Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and wider world • 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 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • 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 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night) 	<ul style="list-style-type: none"> • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> • Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night) • Describe and understand the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle
History	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study • Study of an aspect or theme in British history that extends pupils' knowledge beyond 1066 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • The achievements of the earliest civilizations (Ancient Sumer, The 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time and develop appropriate use of historical terms 	<ul style="list-style-type: none"> • A local history study (period beyond 1066) 	<p>Study of a non-European society which provides contrast to British History</p>

		Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China)				
Art	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in history 					
Design Technology	<ul style="list-style-type: none"> 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 Apply their understanding of how to strengthen, stiffen and reinforce complex structures Understand how to use mechanical systems for their products Understand how to use electrical systems in their products (switches, buzzers and motors) Apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design 	<ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, 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 	<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> Understand how to use mechanical systems for their products Understand how to use electrical systems in their products (switches, buzzers and motors) Apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world
DT – Cooking and Nutrition	<ul style="list-style-type: none"> 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 					
RE	<p>Buddhism</p> <ul style="list-style-type: none"> To know that Siddhartha Gautama was a prince who gave up his wealth to find out the truth about unhappiness and change and how he passed on his understanding to others by the way he lived his life To know stories from the Buddhist tradition which teach people to become more compassionate, generous, truthful and patient To explore the idea of a middle way for people to live their lives following the teachings of Buddha so that they can fulfil their potential To learn about the life of Buddha through a range of sources and discuss its relevance to the way we live our lives To read/hear some Jataka tales and discuss what they teach us To discuss what makes a good/wise person, how to look after ourselves and each other in school and at home 	<p>People of Faith</p> <ul style="list-style-type: none"> To learn how faith can influence the lives, social actions and behaviour of individuals To find out how religious faith has inspired the founding and work of organisations which give expression to that faith To investigate how faith can change the way in which people live their lives To research a selection of people whose lives have been influenced by their faith To have visited an organisation or invited a speaker from an organisation in order to find out about its work and motivation To have found out by reading, interviewing, etc how faith changed the lives of two or three people and discuss in class 	<p>Place and prayer of Worship</p> <ul style="list-style-type: none"> To understand that places of worship are used throughout the year for individual devotions and community celebrations, services, educational and social activities To learn that there are appropriate ways to behave and show respect in places of worship To have looked at examples of internal features, such as decoration, use of light, items of furniture, sacred images and books and discussed their significance To have noticed how individuals/groups worship To research how places of worship are used for 	<p>Holy and Special Books</p> <ul style="list-style-type: none"> To understand that for most people there are certain books that have a special significance To appreciate that the reverence shown by holy books can be part of worship for some faith communities To understand that for believers, their holy book may be the most important source of authority in their lives To learn that sacred texts contain many different kinds of literature, such as poetry, law, history, parable and prayer 		

					<p>educational and social activities</p> <ul style="list-style-type: none"> To have understood the features of different buildings, what they have in common and the features of each denomination/faith To explore what is meant by 'PRAYER' To understand the difference between praise and petitionary prayer To learn the meaning of worship and understand how different people worship at home and communally 	
PSHE	<p>Identity, society and equality Local2Global</p> <ul style="list-style-type: none"> some facts about Islington (past and present) about people who have moved to Islington from other places about the experiences of refugees how shopping for food links us to other parts of the world and about fair trade about how Islington has changed in the last 100 years about children's rights about what is positive and negative in Islington's environment about some significant people who have lived in Islington 	<p>Drug, alcohol and tobacco education Making choices</p> <ul style="list-style-type: none"> about drugs that are common to everyday life and why people choose to use them about different types of drug use (social, habitual, addiction and overloading) about alcohol and its effects on the body 	<p>Physical health and wellbeing Making healthy choices</p> <ul style="list-style-type: none"> about choosing healthy snacks and what influences people's decisions that their leisure time activity choices can be very active or less active and how this can impact on a person's health 	<p>Keeping safe and managing risk Online and offline</p> <ul style="list-style-type: none"> about behaviour – online and offline – what is acceptable and unacceptable about the importance of keeping personal information secure how to be safe in their computer gaming habits 	<p>Sex and relationship education Growing up and changing</p> <ul style="list-style-type: none"> about the way we grow and change throughout the human lifecycle about the physical changes associated with puberty about menstruation and wet dreams about the impact of puberty in physical hygiene and strategies for managing this how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty strategies to deal with feelings in the context of relationships to answer each other's questions about puberty with confidence, to seek support and advice when they need it 	
Music	<ul style="list-style-type: none"> Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Develop an understanding of the history of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 	<ul style="list-style-type: none"> Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music

PE	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination Play competitive games and apply basic skills of attacking and defending 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movements patterns 	<ul style="list-style-type: none"> Compare performances with previous ones and demonstrate improvement to achieve their personal best Take part in outdoor and adventurous activity challenges both individually and within a team
Foreign Language	<ul style="list-style-type: none"> Listen attentively to spoken language and join in Explore patterns and changing sounds through songs and rhymes Ask and answer questions Speak in sentences using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation 	<ul style="list-style-type: none"> Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in different languages 	<ul style="list-style-type: none"> Broaden vocabulary and develop ability to understand new words Write phrases from memory Describe people, places, things and actions orally Understand basic grammar

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Thrills and Spills 	Achievements and Legacies 	Georgians – Mad, Bad and Dangerous 	Conflict 	Around the World in 80 Days 	Natural Disasters 
Working Scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <ul style="list-style-type: none"> using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, 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. 					
Science	<ul style="list-style-type: none"> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age 	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and in response to magnets Give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials including metals, wood and plastic Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes 	<ul style="list-style-type: none"> Describe the movement of the Earth and other planets, relative to the sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical objects Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<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

				<ul style="list-style-type: none"> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 		
ICT	<ul style="list-style-type: none"> 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, presenting data and information Use technology safely, respectfully, responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decompressing them into smaller parts Use sequence selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> 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, presenting data and information 	<ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services such as the world wide web and opportunities they offer for communication and collaboration 	<ul style="list-style-type: none"> 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, presenting data and information 	<ul style="list-style-type: none"> 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, presenting data and information Use technology safely, respectfully, responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Geography	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and wider world 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> 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 Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and wider world 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and South America Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night) 	<ul style="list-style-type: none"> Describe and understand the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle 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
History	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots A local history study (period beyond 1066) 	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, 	Study of a non-European society which provides contrast to British History	

	<p>appropriate use of historical terms</p> <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources Changes in Britain from the Stone Age to the Iron Age 	<p>cause, similarity and difference and significance</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information The achievements of the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China) Ancient Greece - study of Greek life and achievements – influence on Western World 	<ul style="list-style-type: none"> Study of an aspect or theme in British history that extends pupils' knowledge beyond 1066 	<p>establishing clear narratives within and across the periods of study</p>		
Art	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in history 					
Design Technology	<ul style="list-style-type: none"> 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 and computer aided design Select from and use a wider range of tools and equipment to perform practical tasks accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce complex structures Understand how to use mechanical systems for their products Understand how to use electrical systems in their products (switches, buzzers and motors) 	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Select from and use a wider range of tools and equipment to perform practical tasks accurately Investigate and analyse a range of existing products Understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Understand how key events and individuals in design and technology have helped shape the world 	<ul style="list-style-type: none"> Apply their understanding of computing to program, monitor and control their products Understand how to use mechanical systems for their products Understand how to use electrical systems in their products (switches, buzzers and motors) 	<ul style="list-style-type: none"> Apply their understanding of computing to program, monitor and control their products
DT – Cooking and Nutrition	<ul style="list-style-type: none"> 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 					

RE	Hinduism <ul style="list-style-type: none"> To know that there are two main strands of Hinduism – Shaivism and Vaishnavism To know that Hindus believe in one formless God and that they worship God as diverse deities To understand that Hindus believe that God comes to earth when it is in danger to destroy wickedness and restore goodness To be aware that devotion to God is expressed through all aspects of daily life and puja (worship) at home or at the Kovil/Mandir (temple) To consider own diverse roles e.g. son/daughter, sister/brother, pupil, friend – relate this to the concepts of diverse deities and one formless God To observe worshippers in a temple/on video and compare their devotions to their own 		Principles for living <ul style="list-style-type: none"> To explore the ways in which commitment to a faith is reflected in the believer’s lifestyle To understand that there are obligations and questions which arise from commitment of faith To learn that certain customs and practices are ways of transmitting a religious tradition To explore the meaning for some Christians of the song ‘when I needed a neighbour’ To have studied a number of religious rules and considered their relevance today To have designed a menu for a Jewish or Muslim festival reflecting Kosher/Halal requirements, including finding some traditional recipes To have set a table for a Shabbat meal and explored the significance of the food, wine and other items on the table 		Judaism <ul style="list-style-type: none"> To know that the nature of God and God’s relationship with the world is expressed in the Tenakh To understand the importance of the Sefer Torah is demonstrated through the way it is looked after, respected and used in services and through festivals which celebrate it To understand that special times and places are linked to events in the history of the Jewish people and the land To explore how the Jewish family and home are central to the continuity of the Jewish faith and tradition To understand that other faiths have developed out of Judaism and to explore commonalities and conflicts To understand that the Torah is in the in the first five books of the Jewish bible and was given by God to Moses on Mount Sinai To visit a synagogue to watch a video to see how the Torah is kept, respected and used To read the 10 commandments and the Shema prayer and discuss their relevance today for Jews and others To make the items for a Shabbat table and discuss how Shabbat observances reflect Jewish faith and traditions 	
PSHE	Physical health and wellbeing In the media <ul style="list-style-type: none"> about the factors that influence people’s choices about the food they buy and eat that messages given on food adverts can be misleading about how the media influences people’s ideas about fun, food and fitness 	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia) <ul style="list-style-type: none"> about stereotyping, including gender stereotyping about prejudice and discrimination (in relation to homophobia) and how this can make people feel 	Keeping safe and managing risk When things go wrong <ul style="list-style-type: none"> about keeping safe near roads, rail, water, building sites and around fireworks about what to do in an emergency and basic emergency first aid situation about problems that can occur when someone goes missing from home 	Identity, society and equality Democracy <ul style="list-style-type: none"> about the role of the local council about the role of the government, the main political parties and how laws are made about voluntary and community pressure groups 	Drug, alcohol and tobacco education Different influences <ul style="list-style-type: none"> about the risks associated with smoking drugs (cigarettes, e-cigarettes, shisha and cannabis) about the conflicting messages portrayed in the media concerning alcohol and tobacco strategies to resist pressure concerning drug use 	Careers, financial capability and economic wellbeing Borrowing and earning money <ul style="list-style-type: none"> about what is meant by ‘value for money’ and being a critical consumer about some of the risks involved in borrowing money about what makes someone enterprising
Music	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Develop an understanding of the history of music 	<ul style="list-style-type: none"> Use and understand staff and other musical notations Improvise and compose music for a range of purposes using the interrelated dimensions of music 	<ul style="list-style-type: none"> Develop an understanding of the history of music Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Develop an understanding of the history of music Use and understand staff and other musical notations Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Develop an understanding of the history of music Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory
PE	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination Play competitive games and apply basic skills of attacking and defending 		<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Perform dances using a range of movements patterns 		<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team Compare performances with previous ones and demonstrate improvement to achieve their personal best 	
Foreign Language	<ul style="list-style-type: none"> Listen attentively to spoken language and join in Explore patterns and changing sounds through songs and rhymes Ask and answer questions Speak in sentences using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation 		<ul style="list-style-type: none"> Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in different languages 		<ul style="list-style-type: none"> Broaden vocabulary and develop ability to understand new words Write phrases from memory Describe people, places, things and actions orally Understand basic grammar	

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Inside Out</p> 	<p>To Infinity and Beyond</p> 	<p>Iron Man</p> 	<p>Walk like an Egyptian</p> 	<p>Bollywood</p> 	<p>Sun, Sea and Sand</p> 
Working Scientifically	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <ul style="list-style-type: none"> using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Science	<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 ways their bodies function Describe the ways in which nutrients and water are transported within animals, including humans 	<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 a 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 diagram 	<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 ways their bodies function Describe the ways in which nutrients and water are transported within animals, including humans 	<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 	<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, then our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them 	<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
ICT	<ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services such as the world wide web and opportunities they offer for communication and collaboration 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, presenting data and information 	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decompressing them into smaller parts Use sequence selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> 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, presenting data and information 	<ul style="list-style-type: none"> 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, presenting data and information 	<ul style="list-style-type: none"> 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, presenting data and information

	<ul style="list-style-type: none"> Use technology safely, respectfully, responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 					
Geography	<ul style="list-style-type: none"> Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Use the eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the UK and wider world 	<ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time 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 	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	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and South America Describe and understand the key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones (including day and night)
History	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Ancient Greece - study of Greek life and achievements – influence on Western World Study of a non-European society which provides contrast to British History 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time and develop appropriate use of historical terms Understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study Understand how our knowledge of the past is constructed from a range of sources Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study Regularly address and sometimes devise historically valid questions about change, cause, similarity and different and significance The achievements of the earliest civilizations (Ancient Sumer, The Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China) 	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study Regularly address and sometimes devise historically valid questions about change, cause, similarity and different and significance 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources A local history study (period beyond 1066) Study of an aspect or theme in British history that extends pupils' knowledge beyond 1066
Art	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great artists, architects and designers in history 					
Design Technology	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design Select from and use a wider range of tools and 	<ul style="list-style-type: none"> 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 Understand how key events and individuals in 	<ul style="list-style-type: none"> 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 Understand how key events and individuals in 	<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world Evaluate their ideas and products against their own design criteria and consider the views of 	<ul style="list-style-type: none"> Understand how key events and individuals in design and technology have helped shape the world Evaluate their ideas and products against their own design criteria and consider the views of 	<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce complex structures Investigate and analyse a range of existing products

	<p>equipment to perform practical tasks accurately</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce complex structures Understand how to use mechanical systems for their products Understand how to use electrical systems in their products (switches, buzzers and motors) Apply their understanding of computing to program, monitor and control their products 	<p>design and technology have helped shape the world</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce complex structures 	<p>design and technology have helped shape the world</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>others to improve their work</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce complex structures 	<p>others to improve their work</p> <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	
DT - Cooking and Nutrition	<ul style="list-style-type: none"> 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 					
RE	<p>Islam</p> <ul style="list-style-type: none"> To know that Muslims believe that there is one God, Allah; only he is worshipped; Allah is Arabic for God and is gender neutral To understand that Muslims believe that Allah created everything including human beings To explore the significance of the Five Pillars of Islam To understand that Muslims believe that Allah also teaches them through other messengers Adam, Abraham, Moses, Jesus and through books Torah, Zabur, Gospel and Qur'an To know that Muslims believe in a life after death To express the variety of ways in which Muslims express their concept of God and the importance of the 5 pillars To understand different traditions of Islam 	<p>Rites of passage</p> <ul style="list-style-type: none"> To learn that infants are welcomed into any faith communities with ceremonies of naming and dedication To compare and contrast a variety of wedding ceremonies (vows, promises, aspirations, rituals, customs, etc) To explore various beliefs about life after death found in different communities To understand that for a believer the nature of life on earth could affect life after death To understand that funeral ceremonies express hopes and beliefs about the future To consider what sort of promises are made in a variety of naming and dedication ceremonies known to them and their families and what promises they would choose To have reflected on what it feels like to lose something/someone special to them and how they remember them 	<p>Sikhism</p> <ul style="list-style-type: none"> To understand that the ten human Gurus and the Guru Granth Sahib are reserved as sources of spiritual authority for Sikhs To understand that Sikhs believe that all human beings are equal before God; and that therefore people should treat each other as equals To explore how Sikh beliefs are expressed through family and community life and celebration To know that Sikhs believe in one God 			
PSHE	<p>Sex and relationship education Healthy relationships How is a baby made?</p> <ul style="list-style-type: none"> about the changes that occur during puberty to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships about human reproduction in the context of the human lifecycle 	<p>Drug, alcohol and tobacco education Situations</p> <ul style="list-style-type: none"> about the effects and risks related to legal and illegal drugs about the risks associated with drug use in different situations how to respond to drug use in different situations 	<p>Mental health and emotional wellbeing Healthy minds</p> <ul style="list-style-type: none"> what mental health is know what can affect mental health and about stigma that surrounds it (including using appropriate language) what people can do to support their mental health and where people can get help 	<p>Keeping safe and managing risk Keeping safe – out and about FGM</p> <ul style="list-style-type: none"> about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure about the consequences of anti-social behaviour (including gangs and gang related behaviour) 	<p>Identity, society and equality Making decisions for the future</p> <ul style="list-style-type: none"> that consumers choose how to prepare their meals and what influences this about choices they have around remaining physically active as they become more independent 	<p>Identity, society and equality Transition to secondary school</p> <ul style="list-style-type: none"> about moving on to secondary school and how this feel

	<ul style="list-style-type: none"> • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents • to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Additional lessons: (schools will want to consider including these lessons, as part of SRE policy development)</p> <ul style="list-style-type: none"> • some myths and misconceptions about HIV, who it affects and how it is transmitted • about how the risk of HIV can be reduced • that contraception can be used to stop a baby from being conceived 					
Music	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Develop an understanding of the history of music • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Play and perform in solo, and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Play and perform in solo, and ensembles contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Develop an understanding of the history of music • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
PE	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination • Play competitive games and apply basic skills of attacking and defending 		<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movements patterns 		<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare performances with previous ones and demonstrate improvement to achieve their personal best 	
Foreign Language	<ul style="list-style-type: none"> • Listen attentively to spoken language and join in • Explore patterns and changing sounds through songs and rhymes • Ask and answer questions • Speak in sentences using familiar vocabulary, phrases and basic language structures 		<ul style="list-style-type: none"> • Develop accurate pronunciation and intonation • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in different languages 		<ul style="list-style-type: none"> • Broaden vocabulary and develop ability to understand new words • Write phrases from memory • Describe people, places, things and actions orally • Understand basic grammar 	