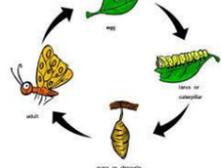
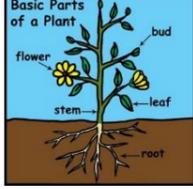
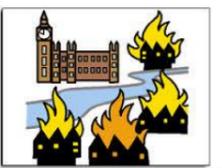
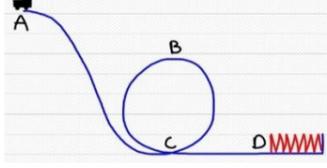
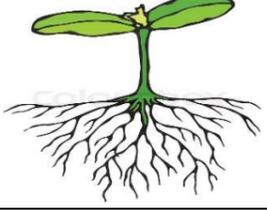
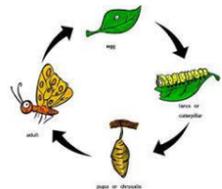
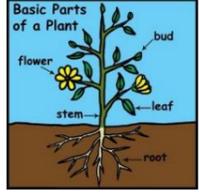


HHS Whole School Curriculum Topic Overview 20-21

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|--|---|---|--|--|
| Reception | <p>All About Me</p>  | <p>Once Upon A Time</p>  | <p>All Around the World</p>  | <p>Lifecycles</p>  | <p>Superheroes</p>  | <p>Pirates and Princesses</p>  |
| Year 1 | <p>Ourselves</p>  | <p>Toys from the Past</p>  | <p>Animal World</p>  | <p>Out of this World</p>  | <p>Flowers and Insects</p>  | <p>Holidays</p>  |
| Year 2 | <p>From Field to Fork around the World</p>  | <p>Vicious Vikings</p>  | <p>Cracking Ideas</p>  | <p>London in the 1600s</p>  | <p>Amazing Spaces and Places in the UK</p>  | <p>Down Under</p>  |
| Year 3 | <p>Rivers of the World</p>  | <p>Stone Age to Iron Age</p>  | <p>Ancient Greece</p>  | <p>Save the Rainforest</p>  | <p>Temple, Tombs and Treasures</p>  | <p>How Our Bodies Work</p>  |
| Year 4 | <p>Rocking Romans</p>  | <p>Choctastic!</p>  | <p>British History</p>  | <p>Our Local Area</p>  | <p>Active Planet</p>  | <p>Adventurers and Explorers</p>  |
| Year 5 | <p>Thrills and Spills</p>  | <p>Roots, Fruits and Shoots</p>  | <p>Georgians – Mad, Bad and Dangerous</p>  | <p>Conflict</p>  | <p>Around the World in 80 Days</p>  | <p>Natural Disasters</p>  |
| Year 6 | <p>Inside Out</p>  | <p>To Infinity and Beyond</p>  | <p>Reduce, Recycle, Reuse</p>  | <p>Out of Africa</p>  | <p>Bollywood</p>  | <p>Sun, Sea and Sand</p>  |

| | 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, and 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 |
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| Year 1 | Ourselves | Toys from the Past | Animal World | Out of this World | Flowers and insects | Holidays |
| |  |  |  |  |  |  |
| Main Themes | <ul style="list-style-type: none"> • Think about what makes them unique and what makes them the same. • Find out about our local area and the cultures within our school. • Learn about cultures from all around the world. • Identify the countries that make up the UK. • 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"> • Look at a variety of different toys and explore the way they work. • Design and make their own toys. • Learn about toys from different countries around the world. • Continue to develop their investigating skills in science by testing the speed of different toys and looking at why toys float and sink. • Visit the V&A Childhood Museum to look at toys from the past! • Compare modern day toys with those from the past. • Learn about materials and their properties in science. | <ul style="list-style-type: none"> • Learn vocabulary that refers to physical features such as 'sea, ocean and river' and human features such as 'harbour'. • Science, identify and naming a variety of common animals including fish and will then move on to being able to describe and compare them. • Learn terms 'carnivores, herbivores and omnivores' and will practise classifying animals. • Making a brochure about the River Thames a physical feature in London. • Identify major rivers in the UK. • Identify the major seas and oceans. | <ul style="list-style-type: none"> • Science, investigate and experiment with light sources, • Understanding how the Earth moves, causing day and night. • Creating own Solar System diorama. • History, looking at some of the major events in space, including the moon landing and Mars Exploration Rover missions! • 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, carrying out a cooking unit. This brief is to design and make an 'Out of this world' fruit dish. Then evaluate their creations by tasting them. | <ul style="list-style-type: none"> • Science: Investigate what seeds need to grow and observe and record what happens in bean diaries. • Drawing and labelling diagrams of flowering plants and bees. • Bee workshop at Garden Classroom • 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. • Find out about common garden flower and wild flowers. • Identify wild flowers at Outdoor Adventures | <ul style="list-style-type: none"> • Science: observing the 4 seasons. • Identifying seasonal and daily weather patterns in the UK. • Designing and making a functioning suitcase that can open and close. Or a travel pillow. • Compare holidays from the past to present day • Learn about how the season affect plants and wildlife. • Learn about and conduct an experiment on climate change. • Visit to Docklands Museum to learn about holidays from the past. • Learn about damage that is happening to our sea sides and how to stop it. |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |

| Year 2 | From Field to Fork around the World | Vicious Vikings | Cracking Ideas | London in the 1600s | Amazing Spaces and Places in the UK | Down Under |
|-------------|---|--|--|--|---|---|
| Main Themes |  <ul style="list-style-type: none"> • Understand where food comes from • Use basic principles of a healthy and varied diet to prepare dishes • Favourite foods • Food groups/chains • Farmed, caught or grown foods • Farming and harvesting crops in the UK • Preparing foods so that they are safe to eat – changes that happen • Making and designing hot and cold meals • Observe, classify, describe plants • Learn about conditions for plant growth • Look at growth, basic needs, exercise, food and hygiene • Design and make a world foods menu • Learn about world trade – the seven continents and five oceans of the world |  <ul style="list-style-type: none"> • Viking settlements – linked to maps • Viking Gods • Learn about Viking Jewellery-art, clothing, weaponry • Viking culture • King Alfreth the Great • Design and build a Viking Long Boat • Floating and sinking – linked to Viking Long Boats • Materials and their uses • How to adapt materials for a different use • Anglo-Saxon laws and justice • Life in Viking Britain • Viking heroes • Viking warriors and their weapons – make Viking shields |  <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 • Inventions – find out about the things we use today which started in the imagination of British Scientists • Animations • How materials can be changed for a variety of uses • Plan, conduct and evaluate an investigation on own idea • Design and create a group invention using DT and ICT |  <ul style="list-style-type: none"> • Study significant historical events like the plague and the great fire of London. • Plot significant events on a timeline. • Learn about the food eaten at the time and contrast the diet of the rich and poor and the diet then and now. • Compare and contrast contemporary and period recipes and write own ones. • Talk about the changes that occur as humans grow. • 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 • Build structures, exploring how they can be made stronger, stiffer and more stable • Find out more about how we fight fires today compared with how fires were fought in the 17th century. • Generate questions about the Great Fire of London, research the answers and finally write reports for a class newspaper ‘Great Fire’ special edition. • Consider the design of buildings, the properties of building |  <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 • Habitats of British wildlife • Food chains in British countryside • Learn how animals find food • 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 • Water cycle, condensation, evaporation and humidity • Camouflage • Habitats • Australian wildlife • Investigate differences in animals • Locate main areas and cities and use maps • Explore how the climate conditions affect the Australian’s way of life • Explore everyday customs, life and leisure – learn about needs of humans and animals and how these vary based on location • Discover aboriginal heritage and beliefs • Australian inventions – boomerang and didgeridoo • Aboriginal art |

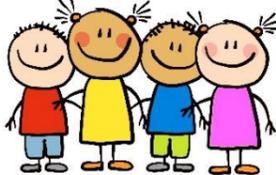
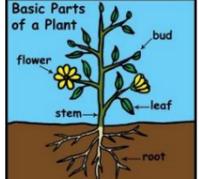
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| | | | | <p>materials and the contrast between the materials used in modern buildings and around the time of the</p> <ul style="list-style-type: none"> Great Fire of London. Make 3D models and 2D collages homes, and re-enact the Great Fire of London | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | Rivers of the World | Stone Age to Iron Age | Ancient Greece | Save the Rainforest | Temples, Tombs and Treasures | How Our Bodies Work |
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| Main Themes | <ul style="list-style-type: none"> Identify major rivers in the UK and the world Features of a river linked to physical geography Comparing and contrasting different rivers around the world Identifying rivers on globes and atlases. Using compass points Coordinates Uses of rivers and why Identify rivers on each continent History of the river Thames River Nile Mekong river Mississippi river and migration of people link Black History Month Yukon river Orinoco river and tribe Amazon river | <ul style="list-style-type: none"> Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages Find out about the settlement of Skara Brae Make a visitor's guide to Stonehenge Find out where the best places to build Iron Age settlements were and why Build a biscuit Stone Henge Design & make an Iron Age roundhouse Build a prehistoric shelter. • Make a model woolly mammoth Investigate the rock cycle Find out about how fossils are formed Investigate materials: stone vs. bronze vs. iron Learn about different layers of soil Learn about prehistoric animals and their food chains. Use caves as a starting point for learning about light and shadows (you could | <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 to now 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 Alexander the Great | <ul style="list-style-type: none"> Learn about what a rainforest is and where in the world they can be located. Learn about: the rainforest itself including climates, weather and the 4 different layers; about deforestation and its impacts on people and places. About different plant and animal life that can be found in the rainforest and about people that live in rainforests. This work will link closely to the topic of 'Habitats' within science. Links will also be made Work on Fair Trade with specific reference to bananas will also be covered. The children will go on a trip or have a visit. Here they will have the chance to see some insects, birds, fish and reptiles that can be found in rainforest habitats. They can also experience what it is like to be in a humid environment. | <p>Introduction to the Ancient Egyptians:</p> <ul style="list-style-type: none"> What can artefacts tell us about daily life in Ancient Egypt? What was the significance of the River Nile to Ancient Egypt? <p>Mummification:</p> <ul style="list-style-type: none"> Why did Ancient Egyptians mummify their dead? How do you make an Egyptian Mummy? <p>Tutankhamun:</p> <ul style="list-style-type: none"> How can different sources give us different evidence about the past? What are the key events in the Tutankhamun discovery story? <p>Write like an Egyptian:</p> <ul style="list-style-type: none"> What were hieroglyphs and how were they used? What are the similarities and differences between hieroglyphs and English? <p>Egyptian Gods:</p> <ul style="list-style-type: none"> Who were the main Egyptian Gods? What were their special powers and defining features? Mesopotamia | <ul style="list-style-type: none"> Structure of the skeleton and bones Naming, locating and function of organs Exercise and diet Changes from childhood to adulthood Comparing human lifecycles to other animals Our senses Data collection and analysis shoe size, height Geographical study – compare physiques of different nationalities Locate muscles in the body Describe the function of muscles Create a model muscle to demonstrate how the muscles expand and contract To compare the physiques of different athletes swimmer, runner, boxer Do a sprinter and a long distance runner have the same physique? |

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| | | make shadow puppets) | | <ul style="list-style-type: none"> • What are the people who live in the rainforest like? • How do their lives compare to ours? • How do indigenous tribes use and live in the rainforest? • Indus Valley case study – How does this ancient civilisation on the flood plain of the Indus river compare and contrast with the Yanomami and Yawanawa tribes in South America? | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 4 | Rocking Romans | Choctastic! | Active Planet | Our Local Area | British History | Adventurers and Explorers |
| |  |  |  |  |  |  |
| Main Themes | <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 | <ul style="list-style-type: none"> • History of chocolate • Identify and know about the Aztecs. • Understand the Aztec’s way of life. • Explain how the Aztecs affect the wider world. • Locate where cocoa beans are grow and describe what the climate is. • Explain how the climate affects the cocoa beans. • Evaluate how cocoa beans affect the people picking them. • Design and make own chocolate bar • Market own chocolate bar linked to enterprise • Design packaging for own chocolate bar | <ul style="list-style-type: none"> • Find out about the different layers of the earth – make a playdoh model • Plate tectonics • Learn what happens within the earth to cause an earthquake • How to keep safe during an earthquake • Locate volcanoes and earthquake hot spots on world map • Learn the different ways a volcano can form • Positive and negative effects of volcanoes • Explore the work of different abstract artists on volcanoes • Create a palette of hot colours • Paint own abstract art using hot colours • Design and build a clay volcano | <ul style="list-style-type: none"> • Using maps, co-ordinates and grid references • Human and physical features around us • Compare old and current maps of Dalston and Hackney • Make comparisons between our local area and another place in the UK • Create maps of the local area, look at features of maps • Learn about famous people from Hackney • Write biographies of their life e.g. Lord Sugar, Freema Agyeman, Idris Elba • Significant historical events in Hackney • Where are we in relation to other places, we are in | <ul style="list-style-type: none"> • British history timeline • Key events in British history including; Victorians, Anglo - Saxons or Tudors • How the Windrush generation has impacted modern Britain? • Where does the name Tudor come from? • Who was Henry VIII? • How did the Tudor king rule? • Who were the Anglo-Saxons? • When did they live? • How did their lives compare to modern times? • Recreate Saxon artefacts studying the use of colour and pattern • Can I explain why ‘Alfred’ was so great? | <p>An introduction to explorers and adventurers:</p> <ul style="list-style-type: none"> • What is an explorer and are we all explorers? • What was the Age of Discovery? • What motivated explorers? • How have navigation tools and maps developed over time? (including 4 and 6 figure grid references on maps) <p>Explorers at sea:</p> <ul style="list-style-type: none"> • Who were Captain James Cook, Christopher Columbus and Ferdinand Magellan? • What were the key events from their voyages of discovery? • What are the most significant deep sea exploration discoveries? <p>Around the world explorers:</p> <ul style="list-style-type: none"> • Who were Ibn Battuta and Zheng He? |

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| | <p>modern day Roman army</p> <ul style="list-style-type: none"> • Make Roman shields | <ul style="list-style-type: none"> • Understand the nutrient value and energy of chocolate. • Work out how long it takes to burn off the energy of chocolate. • Explain what happens when the energy is not burnt off. • Describe and understand key aspects of human geography issues like fair trade. • Recall facts about the life of cocoa picker. • Discuss how fair trade benefits farmers. • Who was the first explorer to discover chocolate | <ul style="list-style-type: none"> • Explore the volcano artwork of Margaret Godfrey • Investigate adding texture to paintings | <p>Hackney, what country are we in?</p> <ul style="list-style-type: none"> • Find UK on Google maps, a globe and a world map. Where in the UK is London – north or south – west or east? • Ensure pupils know the different directions. Establish we are in the South-East of England. • Do pupils know what towns/cities are near London? | <ul style="list-style-type: none"> • Which Anglo-Saxon Christian symbols remain with us today? • Can I use historical evidence to justify my opinions? • Description of Beowulf • Beowulf poetry • Non-chronological reports about Anglo-Saxons | <ul style="list-style-type: none"> • What challenges did they face on their journeys? <p>Polar explorers:</p> <ul style="list-style-type: none"> • Who is Ernest Shackleton? • What did he achieve and discover on his expeditions? <p>Space exploration:</p> <ul style="list-style-type: none"> • Who are the most significant space explorers? • What are the main problems with future exploration in Space? <p>The impacts of exploration:</p> <ul style="list-style-type: none"> • How did explorers in the Age of Discovery change the world? • What are the positive and negative impacts of exploration? • What does the future hold for explorers? |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 5 | Thrills and Spills | Roots, Fruits and Shoots | Georgians – Mad, Bad and Dangerous | Conflict | Around the World in 80 Days | 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 | <ul style="list-style-type: none"> • Finding out about where different plant food sources come from • Plants have lived on Earth for over 400 million years. Some plants in our gardens today were around at | <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 | <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 | <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 | <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 |

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| | <ul style="list-style-type: none"> • 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 | <p>the same time as the dinosaurs.</p> <ul style="list-style-type: none"> • Ferns and conifers both have prehistoric relatives. Why have plants been so successful? How can they survive in the harshest of conditions: in extremes of hot or cold temperatures? • What plants grow in our local area • How to sort and group plants • What the parts of a plant are • The function of roots • What plants need in order to grow • How flowers attract insects • How plants reproduce • How seeds are spread • | <ul style="list-style-type: none"> • 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"> • 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"> • 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 time zones in each continent | <ul style="list-style-type: none"> • 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 | Reduce, Recycle, Reuse | Out of Africa | Bollywood | Sun, Sea and Sand |
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| <p>Main Themes</p> | <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 lambs 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 • Life on a space station | <ul style="list-style-type: none"> • History of waste - Landfill and timeline • What does reduce, reuse and recycle mean? • What you can recycle? • What happened to your recycling? • Why recycle? • Investigate the effects humans are having on the planet. • The problem with plastic • Design and create own recycled product • What is composting and how to compost? • How and what can we reuse? | <ul style="list-style-type: none"> • Study ancient civilisation of Benin • Understand that not all African countries face strife or poverty. • Understand that Africa is a continent and the countries within it vary greatly. • Look at African art, music and fashion. • Create own African Jewellery • Does it make a difference where in Africa you grow up? Why? • Understand the necessity for clean water • Infectious diseases • How wealth is linked to quality and length of life • Compare and contrast different geographical features in Africa • Investigate the climate of different African countries • Understand what food security means. • Look at the 5 main issues: Availability Accessibility Acceptability Adequacy Stability of Source | <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 |
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| YEAR 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <p>Ourselves</p>  | <p>Toys from the Past</p>  | <p>Water World</p>  | <p>Out of this World</p>  | <p>Flowers and insects</p>  | <p>Holidays</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"> 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"> Working Scientifically and Space 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"> 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. |
| Computing | <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. |

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| <p>Geography</p> | <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> <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. | | <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) |
| <p>History</p> | <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 | |
| <p>Art</p> | <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. | |
| <p>Design Technology</p> | | <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves | | <ul style="list-style-type: none"> Design: 1) To design an appealing product for themselves and other users based on a design criteria. | | <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves |

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| | | <p>and other users based on design criteria.</p> <ul style="list-style-type: none"> 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. <p>Technical knowledge</p> <ul style="list-style-type: none"> To explore and use mechanisms (e.g. levers, wheels and axles) in their products. | | <ul style="list-style-type: none"> 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 other's food products. N:B - Be aware of food allergies. | | <p>and other users based on design criteria.</p> <ul style="list-style-type: none"> 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 when evaluating the finished product. <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>Belonging</p> <ul style="list-style-type: none"> To be able to identify the group I belong to. To be able to discuss how we belong to different groups. | <p>Christmas</p> <ul style="list-style-type: none"> To understand what a celebration is. To understand the feeling of Mary and Joseph. To be able to re-tell the birth of Jesus. | <p>Hanukkah</p> <ul style="list-style-type: none"> To understand that Judaism is a religion and Jews are the followers of the religion. To discuss the story of Hanukkah. | <p>Hinduism</p> <ul style="list-style-type: none"> To know some Hindu symbols. To learn the story of Holi. To understand the significance of traditions in Holi. | <p>Islam</p> <ul style="list-style-type: none"> To discuss what is important to us. To understand the five pillars of Islam. To explain how the Quran was delivered to the prophet. | <p>Sikhism</p> <ul style="list-style-type: none"> To know the main aspects of Sikhism. To know about Guru Nanak. To know about the Guru Granth Sahib. |

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| | <ul style="list-style-type: none"> To understand the importance of baptism in Christianity. To understand how a Muslim family welcomes a baby into the family. To be able to discuss belonging for myself. To recall the learning from the unit. | <ul style="list-style-type: none"> To understand why presents are given during Christmas. To discuss how Christians celebrate Christmas. To discuss why Jesus is like a light for Christians. To recall the importance of Jesus during Christmas. | <ul style="list-style-type: none"> To know some of the Jewish traditions during the Hanukkah festival To know how Jewish people celebrate Hanukkah. To understand that Hanukkah is a festival. To discuss how Hanukkah makes Jewish children feel closer to God. | <ul style="list-style-type: none"> To learn why Krishna is important to Hindu's. To discuss the moral of the story. To discuss what Hinduism teaches us. | <ul style="list-style-type: none"> To give examples of how Muslims show respect for Muhammad PBUH and the Qur'an. To understand why Muslims go to the mosque. To discuss the how Muslims live in the community. | <ul style="list-style-type: none"> To know some of the key features of a Gurudwara To learn about a religious festival in Sikhism. To discuss what is important to Sikh people. |
| PSHCE/SRE | <p>Being me in my world</p> <ul style="list-style-type: none"> To identify members of my family. To discuss my family and the activities we do together. To identify traditions done as a family. To recognise celebrations that my family celebrate. To describe the similarities and differences between our families. | <p>Celebrating difference</p> <ul style="list-style-type: none"> To identify physical differences between each other. To identify personality differences between each other. To understand that differences are positive. To understand different cultures. To enquire politely about differences. | <p>Dreams and goals</p> <ul style="list-style-type: none"> To identify what I am good at. To explore my dream career (children to have realistic career options presented to them). To identify and explore key figures (past and present) who achieved their goals despite adversity. To develop resilience when pursuing a goal. | <p>Healthy Me</p> <ul style="list-style-type: none"> To identify healthy and unhealthy foods. To make healthy food choices. To identify different exercises and include exercises in our daily lives. To explore the changes in our bodies when exercising. 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 fix problems with friendships. To compare relationships. | <p>Changing Me</p> <ul style="list-style-type: none"> To identify my body parts. (Age appropriate: arm, leg, stomach, head etc) To discuss how our bodies change. (Age Appropriate: hair growth, height, muscle development etc) To describe past changes. To describe future changes. To discuss how I feel about change. To support others through changes. |
| 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>From Field to Fork</p>  | Vicious Vikings | <p>Cracking Ideas</p>  | London in the 1600s | Amazing Spaces and Places in the UK | Down Under |

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| 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"> • Science Focus: Plants • Observe and describe how seeds and bulbs grow into mature plants (fruit and vegetables) • Find out and describe how plants need water, light and suitable temperature to grow and stay healthy | <ul style="list-style-type: none"> • Science Focus: Use of Everyday Materials • 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"> • Science Focus: Working Scientifically and Circuits • 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"> • Science Focus: Animals including humans • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene • Notice that animals, including humans, have offspring which grow into adults | <ul style="list-style-type: none"> • Science Focus: Living things and their habitats • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats | <ul style="list-style-type: none"> • Science Focus: Animals including humans • 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 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 |
| Computing | <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"> • Use simple fieldwork and observational skills to study the geography of the school and its grounds and key human and physical features in the surrounding area | <ul style="list-style-type: none"> • Use basic geographical vocabulary – referring to key physical and human features • Use world maps, atlases and globes to identify UK, countries, oceans and continents | | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Name locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas • Understand geographical similarities and differences through studying the human | <ul style="list-style-type: none"> • Name and locate the seven continents and five oceans of the world • 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 |

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| | | <ul style="list-style-type: none"> Use simple compass directions and locational language | | | 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"> Compare aspects of life at different periods 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 | <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) Significant historical events, people and places in their own locality | <ul style="list-style-type: none"> Significant historical events, people and places in their own locality Lives of significant individuals in the past who have contributed to national and international achievements | |
| 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 | <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 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 use a range of materials creatively to design and make products | <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. |
| 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 components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable | <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, ICT Design purposeful, functional, appealing products for themselves and other users based on design criteria 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 | <ul style="list-style-type: none"> Explore and use mechanisms in their products Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 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 | <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 | <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 | <ul style="list-style-type: none"> Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria Explore and evaluate a range of existing products |

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| 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 | Holy Books <ul style="list-style-type: none"> • To be able to investigate the importance of special books. • To be able to identify the different types of religious books. • To begin to understand the importance of special books in the lives of Christians. • To begin to understand the importance of special books in the lives of Jewish people. • To begin to understand the importance of special books in the lives of Muslims. • To understand the importance of stories to different religious groups. | Sikhism – Guru Nanak <ul style="list-style-type: none"> • To know the main aspects of Sikhism. • To know about Guru Nanak. • To know about the other Gurus if Sikhism. • To understand the significance of the Guru Granth Sahhib • To discuss the meaning of stories. • To discuss what is special about Guru Nanak. | Hinduism - Brahman <ul style="list-style-type: none"> • To understand that Hinduism is a religion and Hindus are the followers of the religion. • To understand the concept of Brahman. • To learn about the different deities in Hinduism. • To know about prayer in Hinduism. • To discuss stories about the important deities. • To discuss how Brahman could be everywhere and everything. | Christianity - Easter <ul style="list-style-type: none"> • To discuss which celebrations are important to us. • To re-tell the story of Easter. • To identify how disciples reacted in different ways to the resurrection of Jesus. • To understand the importance of the holy week. • To answer the key question. | Islam - Hajj <ul style="list-style-type: none"> • To discuss a special place that we have visited. • To understand the importance of Hajj. • To explain the significance of each ritual. • To explain the significance of each ritual. • To create a timeline of Hajj. • To review the key question of the unit. | Buddhism - Enlightenment <ul style="list-style-type: none"> • To know that reflection and meditation are important to Buddhists. • To identify the challenges the Buddha has faced. • To understand the influence of Buddha on people. • To know the meaning of traditional postures and positions. • To identify a peaceful place for ourselves. • To write about the importance of Wesak. |
| PSHCE/ SRE | Healthy Me <ul style="list-style-type: none"> • To understand the importance of fruit and vegetables. • To identify what a balanced diet is. • To identify the benefits of having a balanced diet. • To understand the benefits of exercise on our bodies and mental health. • To understand the importance of sun cream. • To reflect on my current lifestyle and make improvements. | Relationships <ul style="list-style-type: none"> • To be able to ask for and discuss difficult issues politely. • To understand signs that a relationship is positive. • To understand signs that a relationship is negative. • To solve simple arguments with peers • To understand teasing or bullying is unacceptable and what to do if they experience it | SRE, letter to be sent to parents prior to teaching. <ul style="list-style-type: none"> • To understand and respect the differences and similarities between people • To understand that boys and girls are not limited by their gender • To identify the biological differences between male and female animals and their role in the life cycle • To identify he biological differences between male and female children. Anatomical language to be used. • To understand we are always growing and changing. | | Keeping Safe <ul style="list-style-type: none"> • To understand fire safety at home. • To understand how to stay safe on the internet. • To understand how to stay safe in public places. • To know the Highway Code. • To understand the ‘pants rule’. • To understand who to speak to if they are worried about anything. | Substance Education <ul style="list-style-type: none"> • To know why medicines are taken • To know how to stay safe around medication. • To know how and when to administer an epi-pen. • To know how and when to administer an asthma pump. • To know when to call 999 in a medical emergency. |
| 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 • Experiment with, create, select and combine | <ul style="list-style-type: none"> • Play tuned and untuned instruments musically | <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 |

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| | 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 |
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| | <p>Rivers of the World</p>  | <p>Stone Age to Iron Age</p>  | <p>Ancient Greece</p>  | <p>Save the Rainforest</p>  | <p>Temple, Tombs and Treasures</p>  | <p>How Our Bodies Work</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 <ul style="list-style-type: none"> 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"> Science Focus: Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing | <ul style="list-style-type: none"> Science Focus: Rocks and Soil 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"> Science Focus: Light Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when 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"> Science Focus: Plants 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 | <ul style="list-style-type: none"> Science Focus: Working Scientifically 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, | <ul style="list-style-type: none"> Science Focus: Animals including Humans Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement |

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| | | | | | <p>displays or presentations of results and conclusions</p> <ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. | |
| Computing | <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 | <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 | <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"> • 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 | <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 |
| 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 | <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"> • 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"> • 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 | <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 Antarctica 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 |

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| | graphs, and digital technologies | | | countries and describe features studied <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 | | 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) Changes in Britain from the Stone Age to the Iron Age | <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and different and significance Ancient Greece - study of Greek life and achievements – influence on Western World 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 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) | <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 |
| 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 | <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products | <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through discussion, annotated | <ul style="list-style-type: none"> Select from and use a wider range of materials and components, including construction materials, | <ul style="list-style-type: none"> Understand how to use electrical systems in their products (switches, buzzers and motors) | <ul style="list-style-type: none"> Understand how to use electrical systems in their products (switches, buzzers and motors) |

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| | <p>own design criteria and consider the views of others to improve their work</p> <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 | <p>that are fit for purpose, aimed at particular individuals or groups</p> | <p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <ul style="list-style-type: none"> • 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 | <p>textiles and ingredients, according to their functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> • 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"> • Apply their understanding of computing to program, monitor and control their products | <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 | <p>Hinduism - Diwali</p> <ul style="list-style-type: none"> • To discuss and explain everyday signs and symbols. • To understand how religious symbols are used. • To discuss the beliefs in a religion. • To understand Hindu's place of worship. • To understand the main activities in an act of workshop of two different religion. • To recall the learning from the unit. • Self - assessment | <p>Christianity – Christmas</p> <ul style="list-style-type: none"> • To explain what Christmas means to you. • To be able to re-tell the birth of Jesus. • To be able to explain what Christmas means to Christians. • To understand the true meaning of Christmas. • To discuss the importance of the Christmas decorations. • To discuss how Christmas is celebrated today. • To debate about whether the true meaning of Christmas is now lost. • To compare Christmas cards. | <p>Islam - Journey/Pilgrimage</p> <ul style="list-style-type: none"> • To understand that Islam is a religion and Muslims are the followers of the religion. • To discuss the features of a mosque. • To understand what is kept inside a mosque. • To discuss the importance of the minaret. • To understand how the adhan had come about. • To understand why the musallah area help Muslims pray. • To understand how prayer is conducted. • To understand the importance of cleanliness for Muslims. • To understand why ablution is carried out. • To answer the key question. | <p>Buddhism – Life</p> <ul style="list-style-type: none"> • To find out about the life of Siddhartha Guatama. • To find out about the 4 noble truths of Buddhism • To know the importance of good values in Buddhism. • To know that Buddhist stories exemplify Buddhist teachings • To know what the Buddhist 8 fold is. • To look at different symbols of Buddhism. • To answer our key question. | <p>Sikhism - God</p> <ul style="list-style-type: none"> • To understand Sikh's commitment to God. • To explain what the five K's are. • To understand the importance of the Guru Granth Sahib. • To understand equality in Sikhism. • To review the key question. | <p>Judaism – Relationship with God</p> <ul style="list-style-type: none"> • To understand the importance of trust. • To understand the promise between God and his people. • To discuss the Ten Commandments. • To learn how Jewish people keep their relationship with God. • To learn about the mezuzah. • To review the key question. |
| PSHCE/SRE | <p>Keeping Safe</p> <ul style="list-style-type: none"> • To understand the definition of bullying and identify what bullying is and is not. | <p>Substance Education</p> <ul style="list-style-type: none"> • To know the definition of a drug and that drugs (including medicines) can be harmful to people | <p>Healthy Me</p> <ul style="list-style-type: none"> • To be able to identify different emotions and what causes us to feel like this. | <p>Relationships</p> <ul style="list-style-type: none"> • To understand what makes a good friend. • To understand that friendships change over time. | <p>Economics</p> <ul style="list-style-type: none"> • To identify what I like to spend my money on. • To explain what influences people's | <p>Healthy Me</p> <ul style="list-style-type: none"> • To understand that food comes from a range of sources. • To know that their food comes from a range of |

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| | <ul style="list-style-type: none"> To be able to recognise bullying in different contexts. To know what to do if you are being bullied and who to speak to in school. To understand that bullying because of difference can be racism, sexism or homophobia (etc). | <ul style="list-style-type: none"> To understand the benefits of medication for those that need it. To know about the effects and risks of tobacco and second-hand smoke To be able to identify and recommend the help available for people to remain smoke free or quit smoking | <ul style="list-style-type: none"> To understand that people can experience conflicting emotions at different times, such as times of loss and change To identify big changes in our mood and how we can help ourselves feel better. To be able to take part in mindfulness in their own way. To be able to process loss and grief. | <ul style="list-style-type: none"> To identify how differences can make a friendship better. To be able to resolve conflicts in our friendships. To be able to help others through difficult times. | <p>choices about spending and saving money</p> <ul style="list-style-type: none"> To identify why people might borrow money and that borrowed money must be paid back To identify different jobs that people do to earn money and the role of charities | <p>countries from around the world</p> <ul style="list-style-type: none"> To identify sustainable ways of eating. To know 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 | |
| Spanish | <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 Present ideas and information orally to a range of audiences | | <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 Broaden vocabulary and develop ability to understand new words | | <ul style="list-style-type: none"> Write phrases from memory Describe people, places, things and actions orally Understand basic grammar | |

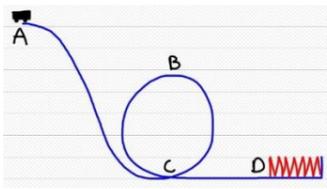
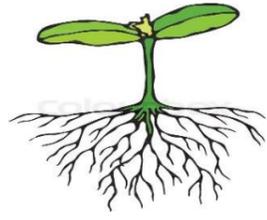
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| | <p>Rocking Romans</p>  | <p>Choctastic!</p>  | <p>Active Planet</p>  | <p>Our Local Area</p>  | <p>British History</p>  | <p>Adventurers and Explorers</p>  |
| <p>Working Scientifically</p> | <ul style="list-style-type: none"> • asking relevant 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 <ul style="list-style-type: none"> • 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. | | | | | |
| <p>Science</p> | <ul style="list-style-type: none"> • Science Focus: Sounds • 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"> • Science Focus: Animals including humans • 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"> • Science Focus: State of Matter • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius • 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"> • Science Focus: Living Things and Their Habitats <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 | <ul style="list-style-type: none"> • Science Focus: Electricity • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors | <ul style="list-style-type: none"> • Science Focus: 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, |

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| | | | | | | <p>suggest improvements and raise further questions</p> <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. |
| Computing | <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 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 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 |
| 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 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"> 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 | <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"> 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, |

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| | | | | <p>patterns; and understand how some of these aspects have changed over time</p> <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 | | <p>earthquakes, and the water cycle</p> |
| 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 different and significance 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) | <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> |
| 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 | <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 | <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 |

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| | <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"> the views of others to improve their work 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 <ul style="list-style-type: none"> 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>How does the synagogue show what is important to Jews?</p> <ul style="list-style-type: none"> To learn about synagogues and synagogue-worship. To learn how the Torah scroll is treated in the synagogue. To learn about the work of a Jewish rabbi by comparing with a Christian vicar. To ask questions about religion and beliefs by comparing two religious places. To review the importance of synagogue to Jewish people. | <p>What is important to Hindus?</p> <ul style="list-style-type: none"> To understand the basic Hindu beliefs about God To recognise the Aum symbol and its importance to Hindus To look at simple Hindu art and explore the use of simple patterns. To be able to describe, explain the importance of Ganesh to Hindu worship. To look at different Hindu Gods and Goddesses and understand why there are so many and the role they play in Hindu worship. To understand the importance of Shrines, Puja Plates and Temples to Hindus. To understand and explain the different festivals with a particular focus on Diwali. | <p>How do different Christians show their beliefs?</p> <ul style="list-style-type: none"> To learn about the life of Buddha. To investigate the significance of Vesak and explore ways Buddhists celebrate it. To investigate how Buddhists live their faith. To hear and discuss Buddhists stories that have a moral message. To explore how Theravadin Buddhists express their faith. To explore the concept of community in the Buddhist tradition and beyond. To develop an understanding of the symbolism involved in Buddhism. | <p>Why is the Qu’ran special to Muslims?</p> <ul style="list-style-type: none"> To write about our special place. To understand how the Quran was revealed to the Prophet. To compare the content of two religious books (Quran and Bible). To understand how the Quran is treated. To discuss what things guides us and keep on us on track in our lives. | <p>Is anything ever eternal?</p> <ul style="list-style-type: none"> To discuss what could last forever. To answer does anything last forever (marriage) To discuss if love can last forever. To apply our key question to a religious belief. To debate if Christians believe that anything is eternal. To discuss what you believe to lead a good life. | <p>How do Sikh people contribute to the community?</p> <ul style="list-style-type: none"> To know the names and symbolism of the 5Ks. To share thoughts about what leading a pure life might mean? To know rules by which Khalsa member promises to live by. To consider how difficult it maybe to follow these rules. To know the values that underpin Sikh life. |
| PSHCE/ SRE | <p>Our Society</p> <ul style="list-style-type: none"> To identify changes in Hackney over time and why these changes have happened. To discuss the positive impact of change in our community. To identify changes you would like to see in Hackney and understand how you can make those changes happen. | <p>Substance education</p> <ul style="list-style-type: none"> To know which drugs are common to everyday life for many people (caffeine, tobacco) To understand why some people take illegal drugs. To understand the impact of alcohol on the body and mind. To know how to refuse illegal drugs (including | <p>Healthy Me</p> <ul style="list-style-type: none"> To identify healthy and unhealthy snacks. To understand how a person’s lifestyle can cause illness. To understand how to make good food choices as I get older. To understand the benefits of sport on my mental and physical health. | <p>Keeping Safe</p> <ul style="list-style-type: none"> To understand the importance of keeping personal information secure. To know what is acceptable and unacceptable from others on the internet. To know what is acceptable and unacceptable for me to say on the internet. | <p>SRE – letter to be sent to parents prior to teaching</p> <ul style="list-style-type: none"> To know about the way we grow and change throughout the human lifecycle To understand the physical changes associated with puberty To understand menstruation and wet dreams To know about the impact of puberty in physical hygiene and strategies for managing this To understand how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty To have strategies to deal with feelings in the context of relationships | |

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| | <ul style="list-style-type: none"> To understand the lives and importance of significant people from Hackney. . | alcohol when under 18). | <ul style="list-style-type: none"> To recognise when I do not feel myself and have strategies to help me feel better. | <ul style="list-style-type: none"> To understand which games are safe to play and which videos are safe to watch. To know what to do and who to speak to if I am uncomfortable about anything I have seen or heard on the internet. | <ul style="list-style-type: none"> To be able 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 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 |
| Spanish | <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 |
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| | Thrills and Spills  | Roots, Fruits and Shoots  | Georgians – Mad, Bad and Dangerous | Conflict | Around the World in 80 Days  | Natural Disasters |

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| 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"> Science Focus: Properties and changes of Materials 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 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 Give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, | <ul style="list-style-type: none"> Science Focus: Living Things and Their Habitats <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"> Science Focus: Animals including Humans Describe the changes as humans develop to old age | <ul style="list-style-type: none"> Science Focus: Working Scientifically <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <ul style="list-style-type: none"> 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 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. | <ul style="list-style-type: none"> Science Focus: Earth and Space <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"> Science Focus: Forces <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 |

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| | including changes associated with burning and the action of acid on bicarbonate of soda | | | | | |
| Computing | <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"> 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 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 | <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 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 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 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 Antarctica Circle, the Prime/Greenwich meridian and time zones (including day and night) Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical | <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 |

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| | | | | | and human characteristics, countries and major cities | |
| 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 Regularly address and sometimes devise historically valid questions about change, cause, similarity and different and significance | | <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots A local history study (period beyond 1066) 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 | <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 a non-European society which provides contrast to British History | <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources | |
| 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 | <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 |

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| | <p>strengthen, stiffen and reinforce complex structures</p> <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) | | | | | |
| 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>Hinduism</p> <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 | <p>Principles for living</p> <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 | <p>Judaism</p> <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 | | | |
| PSHCE/SRE | <p>Healthy Me</p> <ul style="list-style-type: none"> • To understand the factors that influence people’s choices about the food they buy and eat • To know that messages given on food adverts can be misleading • To understand how the media influences people’s ideas about fun, food and fitness • To know where to look for accurate news and information | <p>Relationships</p> <ul style="list-style-type: none"> • To be able to identify prejudice and discrimination. • To understand that discrimination on the basis of religion, race or culture is unacceptable. • To understand that gender stereotyping is discrimination • To know about prejudice and discrimination (in relation to homophobia and transphobia) and how | <p>Keeping Safe</p> <ul style="list-style-type: none"> • To be able to identify an emergency and know what to do. • To know simple first aid. • To know what to do when someone is missing. • To understand the importance of obeying no entry areas such as railway lines, construction sites etc • To know what to do if I become uncomfortable in a social group. | <p>Our Society</p> <ul style="list-style-type: none"> • To understand the role of the local council • To understand the role of the government, the main political parties and how laws are made • To know about local voluntary and community pressure groups | <p>Substance Education</p> <ul style="list-style-type: none"> • To understand the risks associated with smoking drugs (cigarettes, e-cigarettes, shisha and cannabis) • To know about the conflicting messages portrayed in the media concerning alcohol and tobacco • To develop strategies to resist pressure concerning drug use • To know about the legal implications of taking drugs. | <p>Economics</p> <ul style="list-style-type: none"> • To understand what is meant by ‘value for money’ and how to be a critical consumer • To know about some of the risks involved in borrowing money • To be able to identify what makes someone enterprising. • To understand the difference between legal and illegal ways to make money. |

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| | | <p>this can make people feel</p> <ul style="list-style-type: none"> To understand where you can go for help and who you can speak to if you are upset about any gender or LGBTQI issue. | | | | |
| 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 | |
| Spanish | <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 <p>Understand basic grammar</p> | |

| YEAR 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <p>Inside Out</p>  | <p>To Infinity and Beyond</p>  | <p>Reduce, Recycle, Reuse</p>  | <p>Out of Africa</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. | | | | | |

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| <p>Science</p> | <ul style="list-style-type: none"> • Science Focus: Animals Including Humans • Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the ways their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans | <ul style="list-style-type: none"> • Science Focus: Light • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects, 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"> • Science Focus: Working Scientifically and Sustainability • 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 • 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. | <ul style="list-style-type: none"> • Science Focus: Evolution and Inheritance • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | <ul style="list-style-type: none"> • Science Focus: Electricity • 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"> • Science Focus: Living things and their Habitats • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics |
| <p>Computing</p> | <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 | <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 | <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 | <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 | <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 |

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| | <p>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>simple algorithms work and detect and correct errors in algorithms and programs</p> | | <p>collecting, analysing, evaluating, presenting data and information</p> | <p>collecting, analysing, evaluating, presenting data and information</p> | <p>collecting, analysing, evaluating, presenting data and information</p> |
| Geography | <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 • 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"> • 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"> • 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"> • 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 Asia • 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 Antarctica 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 • A local history study (period beyond 1066) | <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"> • 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 • 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, 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 | / | / |

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| | | | | <p>Egypt or the Shang Dynasty of Ancient China)</p> <ul style="list-style-type: none"> • Study of a non-European society which provides contrast to British History | | |
| 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 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) • 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 • Understand how key events and individuals in design and technology have helped shape the world • Apply their understanding of how to strengthen, stiffen and reinforce complex structures | <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 design and technology have helped shape the world • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <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 others to improve their work • Apply their understanding of how to strengthen, stiffen and reinforce complex structures | <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 others to improve their work • 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"> • Apply their understanding of how to strengthen, stiffen and reinforce complex structures • Investigate and analyse a range of existing 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>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 | <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) | <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 | | | |

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| | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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/ SRE | <p>SRE, letter to be sent home prior to teaching</p> <ul style="list-style-type: none"> To know the changes that occur during puberty To understand what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships To understand human reproduction in the context of the human lifecycle To understand how a baby is made and grows (conception and pregnancy) To understand the roles and responsibilities of carers and parents To know how to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it To understand that what happens with their body is their choice. <p>Additional Lessons</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 | <p>Substance Education</p> <ul style="list-style-type: none"> To know the effects and risks related to legal and illegal drugs To understand the risks associated with drug use in different situations To know how to respond to drug use in different situations To continue to develop strategies to refuse drugs and alcohol | <p>Healthy Me</p> <ul style="list-style-type: none"> To know what mental health is and that we all have mental health To know what can affect mental health and about stigma that surrounds it (including using appropriate language) To understand when mental health becomes a problem. To identify what people can do to support their mental health and where people can get help | <p>Keeping Safe</p> <ul style="list-style-type: none"> To understand how to make good choices when making increasingly independent decisions. To recognise and be able to resist peer pressure. To know about the consequences of anti-social behaviour (including gangs and gang related behaviour) | <p>Our Society</p> <ul style="list-style-type: none"> To understand what a democracy is and the benefits of living in a democracy. To know about the differences between the government in the UK and another country. To learn about the life of a local politician To be able to discuss controversial ideas in a respectful way with our peers. | <p>Secondary School Transition</p> <ul style="list-style-type: none"> To be able to express my concerns and ask questions. To know what will be the same and what will be different about secondary school compared to primary school To experience a day in the style of (or in) a secondary school. To know how to make new friendships. To know who to talk to if they are finding things difficult in secondary school. |

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| 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 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"> • 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 | |
| Spanish | <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 | |