Our Lady's RC Primary School

Curriculum Overview September 2023

EYFS – Year 6

The UNCRC Rights of the Child are taught and woven into the curriculum and referred to throughout the year in response to local and global issues and events.

Skills for life are developed throughout the curriculum; Communication, Problem Solving, Self- belief (including positive outlook, resilience and motivation), Self-management, Teamwork

UNCRC Rights of a Child	**Articles 2, 3 & 19** *[encompassing Articles 18 - 25 and 32 - 40]* All adults should always do what is best for us. We have the right to a good home, access to healthcare and to be protected from being hurt or badly treated. We have the right to protection against discrimination.	**Articles 14, 29 & 30** We have the right to education which develops our personality and abilities and encourages us to respect other people's rights, values and to respect the environment. We have the right to enjoy our own culture, practise our own religion, and use our own language.	**Articles 12, 13 & 17** We have the right to find out things (including from the media around the world), form an opinion and say what we think, through making art, speaking and writing, unless it breaks the rights of others.	**Articles 15 & 31** We have the right to be with our friends, play and relax by doing things like sports, music and drama.	**Articles 27, 28 & 42** We have the right to a good enough standard of living. This means we should have food, clothes, a place to live and an education. All adults and children should know about this convention.We have a right to learn about our rights and adults should learn about them too.	**Articles 8 & 16** We have the right to an identity and the right to a private life. For instance, we can keep a diary that other people are not allowed to see.

British Values	**Law** I respect and follow our school rules. I know that there will be consequences for my actions. At Our Lady's, our rules stem from the laws of our society, having Jesus as our role model and through abiding by the Ten Commandments.	**Toleran ce** I actively listen to and respect the beliefs and opinions of others even if they are different to mine. I know that the adults in school will organise and keep in check any discussions around sensitive issues. At Our Lady's, as unique creations of God, we speak up for what is right and promote justice.	**Democracy** I influence how Our Lady's is run through our school and eco-councils and by talking to staff. I contribute ideas by taking an active part in assemblies and lessons. At Our Lady's, we are part of the Parish of Our Lady's and St Alphonsus and choose how to serve our local community.	**Respect** I listen to others and hear what they say. I know that we are all entitled to our opinion as long as it upholds British Values. Everyone has the right to share their ideas, even if they are different to mine. At Our Lady's, we love others as we love ourselves and look for 'God' in everyone.	**Responsibility** I take responsibility for all my actions. I know that I am as responsible for my learning as my teacher. I am responsible for being a champion of Holy Name through caring for and protecting the rights of others. At Our Lady's, we respond to Pope Francis' invitation in Laudato Si' to *work with generosity and tenderness in protecting this world which God has entrusted to us.*	**Liberty** I am free to form and share my opinions. As a child of God, I can freely make choices that affect me but I know that I am responsible for all of my actions. At Our Lady's, we have been made in the *image of God* able to make decisions, choose to love and do right.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE: Come and See	*Beginnings* Family Domestic Church *Signs and symbols* Belonging Baptism Confirmation *Preparations* Loving Advent Christmas **Myself** – God knows and loves me **Welcome** – Baptism – a welcome to God's family **Birthday** – Looking forward to Jesus' Birthday		*Books* Community Local Church *Thanksgiving* Relating Eucharist *Opportunitie* *s* Giving Lent / Easter **Celebrating** – People celebrating in God's Church. **Gathering** – The Parish family gathers to celebrate Eucharist **Growing** – Lenten promises Saying sorry to Jesus Looking forward to Easter		*Spread the* *Word* Serving Pentecost *Rules* Inter-relating Reconciliation *Treasures* World Universal Church **Good News** – Passing on the good news of Jesus Pentecost **Friends** – Friends of Jesus Pentecost **Our World** – God's Wonderful World Our wonderful world – God gave us a wonderful world	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Ourselves Baby clinic	Celebrations Diwali, Bonfire Night, Advent, Christmas	Traditional Stories Cottage for traditional stories	Growing Garden centre shop with cafe	Minibeasts	Space Space station
Key texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Brown Bear, Brown Bear We're going on a Bear Hunt Walking through the Jungle Peace at Last Funnybones	Handa's Surprise The Tiger who came to tea Owl Babies The Night before Christmas The First Christmas	Goldilocks and The Three Bears The Three Little Pigs Little Red Riding Hood The Gingerbread Man	The Very Hungry Caterpillar Oliver's Vegetables Supertato Jasper's Beanstalk How I grow Sam plants a Sunflower	Twist and Hop Minibeast bop Mad about Minibeasts The Very Lazy Ladybird First facts bugs The bad-tempered ladybird	Whatever Next Space books (NF) How to catch a star Zoom to the moon Out of this world Lift Off

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and language	• Listen to stories with props/pictures for extending periods of time • Shared reading • Following simple 1 part instructions • Regular circle time discussions to promote speaking skills • Joining in with familiar songs and rhymes • Use speech to convey basic needs • Generally, focus on an activity of their own choice and find it difficult to be directed • by an adult. • Start to say how they are feeling, using words as well as actions. • Understand single words in context – 'cup' milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye- bye'	• Use of topic-based vocabulary. • Circle times to promote speaking and listening skills, taking turns in conversation. • Understand simple what, when, where questions • Use speech to convey basic needs. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Recognise and point to objects if asked about them. • Listen to other people's talk with interest, but can easily be distracted by other things.	• Identify familiar objects and properties for practitioners when they are described. • For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Listen and respond to a simple instruction. • Copy your gestures and words. • Pay attention to more than one thing at a time, which can be difficult. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	• Understand simple questions about 'who', 'what' and 'where' (but generally • not 'why') • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Start a conversation with an adult or a friend and continue it for • many turns. • Understand 'why' questions, like: "Why do you think the caterpillar • got so fat?"	• Experiment with words and sounds in nonsense rhymes, tongue twisters. • Use a wide range of vocabulary. • Be able to have a conversation with a child/adult and take turns. • Begin to understand why questions. • Beginning to use talk to organise play. • Beginning to repeating stories modelling subject language and story vocab in a range of situations/ experiences. • Speak using short sentences modelled by adult. • Sing a range of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	• Use longer sentences of four to six words. • Be able to express a point of view using words and actions. • Listen to a range of stories and can recall and retell. • Listen attentively to a range of spoken language, conversation, stories, information. • Understand a question or instruction in two parts such as "get your coat and wait at the door". • Develop communication skills to pronounce sounds and words. • Sing a large repertoire of songs. • Develop their communication, but may continue to have problems • with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Social and Emotional Development	• Begin to explore the environment with support and then independently. • Begin to separate from carer confidently. • Begin to explore areas of learning with support and increasing confidence. • Explore emotions through play and stories. • Explore emotions through play and stories. • Build positive relationships with adults based on mutual respect • Learn to use the toilet with help, and then independently. • Find ways of managing transitions, for example from their parent to their key person. • Find ways to calm themselves, through being calmed and comforted by their key person. • Develop their sense of responsibility and membership of a community.	• Learn to use the toilet with help, and then independently. • Develop friendships with other children. • Separate from carer independently and confidently. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel strong enough to express a range of emotions. • Find ways to calm themselves, through being calmed and comforted by their key person. • Play with one or more other children, extending and elaborating play ideas. • Develop their sense of responsibility and membership of a community. • Begin to understand and begin to respond to rules of the setting, playing cooperatively. • Build confidence to talk in a variety of scenarios,	• Separate from carer independently and confidently. • Begin to show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Begin to have independence in using the toilet and washing their hands. • Find ways to calm themselves, through being calmed and comforted by their key person. • Develop their sense of responsibility and membership of a community. • Using talk to settle disagreements • Build confidence to talk in a variety of scenarios, • Understand and begin to respond to rules of the setting, playing cooperatively. build confidence with new people in a safe environment	• Separate from carer independently and confidently. • Play alongside others engaged in a theme • Remember rules without needing an adult to remind them. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Play with one or more other children, extending and elaborating play ideas. • Develop their sense of responsibility and membership of a community. • Explore a wide variety of healthy foods following basic safety rules with prompts • Be social, modelling giving and responding to cues to play/share Build confidence to talk in a variety of scenarios.	• Begin to show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Continue to ask for support in meeting personal needs. • Remember rules without needing an adult to remind them. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Develop their sense of responsibility and membership of a community. • Vocalise own needs. • Become aware of own feelings and those of others. • Develop extended focus and attention • Ask for support in meeting personal care needs • Play alongside others engaged in a theme	• Play alongside others engaged in a theme • Play with another child elaborating on play ideas • Begin to remember rules without the need of being reminded by an adult. • Be able to discuss their feelings using words such as happy, sad, angry, worried. • Begin to understand how others are feeling. • Continue to develop independence in self-care e.g. washing hands, using the toilet. • Develop their sense of responsibility and membership of a community. • Play with another child elaborating on play ideas. • Play alongside others engaged in a theme • Develop extended focus and Attention • Vocalise own needs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	• Develop ball skills such as kicking, throwing and catching • Draw lines/circles using gross motor movements on large sheets • Negotiate shared space confidently when running • Develop overall body strength using climbing equipment • Develop pedalling skills on tricycles • Clap and stamp to music. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Develop manipulation and control. • Explore different materials and tools. • Begin to hold scissors with adult support. • Begin to use the toilet with support and reminders from adults and to wash hands.	• Negotiate shared space confidently when running • Develop overall body strength using climbing equipment • Develop pedaling skills on tricycles • Clap and stamp to music. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Develop manipulation and control. • Explore different materials and tools. • Show an increasing desire to be independent, such as wanting to feed themselves • Show a preference for a dominant hand. • Use a comfortable grip with good control when holding pens and pencils. • Begin to show a preference for a dominant hand • Begin to hold scissors correctly with adult support. • Snip paper with support from adults • Begin to be more independent in using the toilet and washing hands.	• Climb with growing confidence using alternate feet on steps • Begin to make up short sequences of movement and repeat and refine these • Join in games requiring balance such as musical statues • Build independently with a range of appropriate resources. • Show an increasing desire to be independent, such as wanting to feed themselves Develop manipulation and control. • Explore different materials and tools. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	• Use large movements to wave streamers and other equipment • Negotiate shared space confidently when running • Develop overall body strength using climbing equipment • Develop pedaling skills on tricycles • Build independently with a range of appropriate resources. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	• Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Start taking part in some group activities which they make up for themselves, or in teams. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Skip, hop, stand on one leg and hold a pose for a game. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Build independently with a range of appropriate resources. • Explore a range of materials and tools	• Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Use one-handed tools and equipment, for example, making snips in paper with scissors • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use a comfortable grip with good control when holding pens and pencils. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Build independently with a range of appropriate resources.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Get Set for PE • To move safely and sensibly in a space with consideration of others. • To develop moving safely and stopping with control. • To use equipment safely and responsibly.	Get set for PE • To use different travelling actions whilst following a path. • To work with others co-operatively and play as a group. • To follow, copy and lead a partner.	Get Set for PE • To explore different body parts and how they move. • To explore different body parts and how they move and remember and repeat actions. • To express and communicate ideas through movement exploring directions and levels.	Get Set for PE • To create movements and adapt and perform simple dance patterns. • To copy and repeat actions showing confidence and imagination. • To move with control and co-ordination, linking, copying and repeating actions.	Get set for PE • To copy and create shapes with your body. • To be able to create shapes whilst on apparatus. • To develop balancing and taking weight on different body parts.	Get Set for PE • To develop jumping and landing safely. • To develop rocking and rolling. • To copy and create short sequences by linking actions together.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	• Look at books independently • Engage in conversation related to new and familiar stories • Use new vocabulary related to topic with prompts • Begin to hold books correctly and discuss pictures. • Join in with repetitive phrases and actions in stories. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.	• Look at books independently • Engage in conversation related to new and familiar stories • Use new vocabulary related to topic with prompts • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Join in with repetitive phrases in a story. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture tostand for their name. • Begin to make marks independently in learning areas.	• Shared Reading and discussion led by adults "thinking out loud" as they read • Respond to stories with pictures and verbalised sentences • Make predictions about what might happen next in a familiar story • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Make marks on their picture to stand for their name. • Enjoy drawing freely. • Begin to make marks and discuss marks with adults and children. • Use a range of materials to create pre-writing patterns/marks using gross motor and fine motor skills. • Join in with repetitive phrases in familiar stories. • Begin to be more confident in sequencing stories and discussing with support what • comes next.	• Respond to stories with pictures and verbalised sentences • Make predictions about what might happen next in a familiar story • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Begin to be more confident in sequencing stories and discussing with support what comes next. • Use a range of materials to begin to make marks for initial sounds showing greater control.	• Counting and clapping syllables in a word. • Hear initial sounds and recognise words that share initial sounds • Orally blend sounds in words • Hear and recognise words which rhyme e.g. silly soup, spotting and suggesting rhymes. • Copy text from the environment • Write some or all of name • Beginning to form some letters correctly • Begin to write for a range of purposes. • Develop phonic knowledge and sometimes choose correct letter for a heard sound. • Use some of their print and letter knowledge in their early writing. • Explore non-fiction texts about minibeast and explain facts. • Discuss texts with other children. • Enjoy sharing books with other children. • Make marks on their picture to stand for their name. • Enjoy drawing freely.	• Respond to stories with pictures and verbalised sentences • Make predictions about what might happen next • Talk about my experiences • Introduce story themes into role play • Beginning to form some letters correctly count or clap syllables in a word recognize words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Understand the five concepts of print: the meaning, print for different purposes, reading from left to right and top to bottom, naming the different parts of a book, page sequencing • Enjoy drawing freely

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Links to music	• Begin to join in with familiar songs and rhymes. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing.	• Begin to join in with familiar songs and rhymes. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing.	• Join in with familiar songs and rhymes • Say some of the words in songs and rhymes.	• Say some of the words in songs and rhymes.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	• Sing number rhymes • Take part in finger rhymes with numbers. • Develop counting- like behaviour, such as making sounds, pointing or saying some numbers in sequence	• Sing number rhymes • Show confidence in joining in with a range of number rhymes. • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5.	• Sing number rhymes • Develop fast recognition of up to 3 objects, without • having to count them individually ('subitising').	• Sing number rhymes • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Notice patterns and arrange things in patterns	• Sing number rhymes • Join in with group counting to 5 then 10 • Recognise numbers 1- 5/10 • count actions beginning to develop 1:1 correspondence. • Become interested in shapes through constructing & drawing using specific shapes for a purpose.	• Sing number rhymes • Recognise numbers 1-5/10 • Count out up to 5 then up to 10 objects, knowing the last number said is the total (cardinality)

	• Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Sing number rhymes, • Begin to have confidence in recognising, sorting and naming colours. join in with group counting to 5 then 10, • Recognise numbers of personal significance counting actions • Begin to develop 1:1 correspondence. • Begin to draw numbers in the air • Match numeral and quantities.	• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Explore 2d shapes • Show an awareness of shape in the environment. • Complete inset puzzles • Match numeral and quantities. • Begin to have confidence in recognising, sorting and naming colours. • Begin to use glitter, gloop bags, etc to make marks for numbers up to 5.	• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Develop counting- like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Sing number rhymes join in with group counting to 5 then 10, • recognise numbers of personal significance, recognise numbers 1-5/10 counting actions, • begin to develop 1:1 correspondence. • Match numeral and quantities.	• Discuss and explore 2d shapes – naming, sorting and recognising 2d shapes • Count out up to 5 then 10 objects, knowing the last number said is the total (cardinality) • recognise numbers 1-5/10 counting actions, • Become interested in shapes through constructing & drawing. • Begin to orally say amounts for foods and count using 1ps to pay for food in the shop.	• Experiment with their own symbols and marks as well as numerals. • Talk about and identifies the patterns around them. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Match numeral and quantities. • Become more independent at saying amounts and use 1ps to count and pay for food in the café.	• Match numeral and quantities. • Experiment with their own symbols and marks as well as numerals. • Talk about and explore 2d shapes using informal and mathematical language: sides, corners, straight, round, flat. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Match numeral and quantities.

Understanding the World						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Links to Science	• Use all their senses in hands on exploration of natural materials. • Notice differences between people • Explore materials with different properties. • Explore natural materials, indoors and outside. • Discussions and explore autumn. • Autumn walk observing changes in the environment	• Use all their senses in hands-on exploration of natural materials. • Notice differences between people. • Explore natural materials, indoors and outside.	• Discuss and explore spring and signs of spring. • Spring walk observing changes in the environment. • Compare new spring growth to autumn/winter. Looking for changes that signify the new season. Explore collections of materials with similar and/or different properties.	• Visit to the farm • Role play – Farm/farming community • Begin to discuss and recognise animal families using vocabulary for adult and baby animals. • Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. • Plant seeds and care for them as they grow • Spring walks observing changes in environment Discuss the lifecycle of a butterfly.	• Understand that we need to care for living things and the environment • Begin to recognise and name minibeast. • Use all their senses in hands-on exploration of natural materials. • I can discuss the habitats of the different minibeasts and what they need. • I can sort minibeasts through discussion - legs and no legs. I can discuss the features of minibeast.	• Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Links to Geography	• Know that there are different countries in the world that are different to our own • Explore different environments to our own, what is like where the people in our class come from?	• Know that there are different countries in the world that are different to our own • Explore different environments to our own, what is like where the people in our class come from? • Make connections between the features of their family and other families. • Notice differences between people.	• Role playing various family/home scenarios, developing curiosity around other people's lives/occupations • What is the weather like in other parts of the world?	• Begin to understand the need to respect and care for the natural environment and all living things. • Begin to discuss the different vegetables and how they are grown/where they come from.	• Explore natural materials, indoors and outside. • Understand the key features of the life and an animal/ minibeast. • Begin to understand the need to respect • and care for the natural environment and all living things. • Talk about what they see on a minibeast hunt, using a wide vocabulary. • Talk about what is seen using key vocabulary	• Role playing various family/home scenarios, developing curiosity around other people's lives/ occupations • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Discuss rockets and planets in space • Explore different environments to our own, what is like where people go into space.
Understanding the World Links to History	• Make connections between the features of their family and other families.	• Find out about things that are similar and different in different ways of life. • Find out about different occupations • Recognise & talk about special times/events • Role playing various family/home scenarios, developing curiosity around other people's lives/occupations	• Begin to make sense of their own life-story • and family's history. • Talk about special events in their own lives and those of their families.	.	.	• Look at how astronauts travelled to space • Show interest in different occupations. • Notice differences between people in space. • I can discuss the first man on the moon.

Expressive Arts and Design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design Links to music	• Show attention to sounds and music • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Begin to use instruments to stop and start when playing a familiar song.	• Explore their voices and enjoy making sounds. • Begin to become more confident at exploring instruments to stop and start when playing a familiar song. •	• Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Begin to become more confident at exploring instruments to stop and start when playing a familiar song.	• Explore a range of sound-makers and instruments and play them in different ways. • Make rhythmical and repetitive sounds. • Join in with songs and rhymes, making some sounds. •	• Explore sound with musical instruments (loud / quiet / fast / slow) • Create combinations of movements or gestures in response to music • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas.	• Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Explore sound with musical instruments (loud / quiet / fast / slow) • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design Links to art	• Begin to use a range of materials saying the names of colours. • Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	• Use some simple tools appropriately, independently; rolling pin, crayons etc • Explore a variety of materials and experiment with how to use them •	• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Draw with increasing detail, representations of people, animals, places etc • Start to make marks intentionally. • Express ideas and feelings through making marks, and sometimes • give a meaning to the marks they make.	• Draw with increasing detail, representations of people, animals, places etc • Use some simple tools appropriately, independently;	• Draw with increasing detail, representations of people, animals, places etc • Explore colour and colour-mixing. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Explore colour and patterns in minibeasts and insects.	• Create closed shapes with continuous lines, begin to use shapes to represent objects • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Trips				Farm trip – Farm to Fork project	Stoller Hall – Early Years Music Celebration	End of Year trip

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE: Come and See	*Beginnings* Family Domestic Church *Signs and symbols* Belonging Baptism Confirmation *Preparations* Loving Advent Christmas **Myself** – God knows and loves me **Welcome** – Baptism – a welcome to God's family **Birthday** – Looking forward to Jesus' Birthday		*Books* Communit y Local Church *Thanksgiving* Relating Eucharist *Opportunities* Giving Lent / Easter **Celebrating** – People celebrating in God's Church. **Gathering** – The Parish family gathers to celebrate Eucharist **Growing** – Looking forward to Easter		*Spread the* *Word* Serving Pentecost *Rules* Inter-relating Reconciliation *Treasures* World Universal Church **Good News** – Passing on the good news of Jesus **Friends** – Friends of Jesus **Our World** – God's Wonderful World	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Ourselves	Celebrations	Traditional Stories	Growing	Minibeasts	Space
Communication and language	Listen to and engage with stories offering opinions Engage with Non-Fiction texts Engage with and use language and new vocabulary for a range of experiences. Understand why questions	Follow 2-part instruction s Increase repertoire of songs/rhymes Begin to use past/present and future tenses Use new vocabulary throughout the day Learn the meaning of new vocabulary through explicit teaching	Listen and engage with stories offering opinions Engage with Non-Fiction texts Engage with and use language and new vocabulary for a range of experiences. Understand why questions Describe events or objects in increasing detail	Follow 2-part instructions Respond to stories or information with relevant questions, Reinforce new vocabulary through repetition Speak in longer sentences using connectives as modelled by adults Relay an event in the correct sequence	Listening and engaging with stories offering opinions Engage with Non Fiction texts Engaging with and using language and new vocabulary for a range of experiences. Understand why questions Follow 2 part instructions	Respond to stories or information with relevant questions, Engage in meaningful conversation with adults and peers Listen and talk about stories/nonfiction and poetry to develop deep familiarity Use talk to organise thoughts and clarify understanding Express ideas or opinions related to what they have heard Initiate conversation with adults or peers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personnel Social and Emotional Development	Talk about and respond appropriately to own feelings and those of others Become more aware of own behaviour and consequences. Follow and understand rules of the setting. Adapt behaviour across a range of situations. Begin to manage personal hygiene needs independently	Notice and talk about the effects of physical activity on their bodies Be aware of and practise some healthy eating choices Develop sense of self as a valuable individual	Develop confidence in trying new activities, can choose activities they prefer and give reasons for their choice, select appropriate resources. Play cooperatively demonstrating friendly behaviour becoming more confident in a variety of situations.	Know about oral hygiene and how to keep your mouth and teeth healthy Becoming aware of having too much screen time Develop relationships that are respectful	Extend focus and attention across longer periods Follow more complex instructions, such as those involving 2 or more parts	Understand the importance of sleep for proper body functioning Bounce back after failures building resilience Develop awareness of the different needs of others

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
PE	Introduction to PE		Dance		Gymnastics	
Physical Development Links to music				Create sequences in response to music by combining movements		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Retell events or experiences Engage in conversation related to new and familiar stories Use new vocabulary related to topic with prompts	Talk about and respond to questions about my experiences Engage with Nonfiction and poetry texts relating to topic Answer literal questions about a familiar text	Engage in conversation related to new and familiar stories Use new vocabulary related to topic with prompts Talk about and respond to questions about my experiences Anticipate and make predictions about a story.	Engage with Nonfiction and poetry texts relating to topic Develop awareness of story structure. Oral retelling of stories, supported by independent story maps with pictures and key words. Answer questions related to literal content of stories and inferred, such as characters' feelings	Retelling stories through imitation, innovation and invention Correctly use new vocabulary in discussions or when asking and answering questions Join in with discussion about what I have read. Engage with Nonfiction and poetry texts relating to topic	Develop awareness of story structure. Oral retelling of stories, supported by independent story maps with pictures and key words. Offer opinions relating to poetry I have heard
Mathematics	Secure touch counting Skills Count out a group from a larger set. Recognise a set with More say number names in order to 10 and beyond. Order 1-10 Introduce concept of addition by counting 2 sets to find the total, introducing doubling facts.	Solve subtractions using practical methods. Find one more than a given number. Recognise simple arrangements of up to 3 objects Recognise basic shapes and talk about basic features, corners, sides, Copy simple repeating patterns.	Securing touch counting skills Counting out a group from a larger set Composition of 1-10 Number bonds to 5 then 10 Say number names in order to 20 and beyond. Doubling facts becoming secure.	Find one more than a given number. Introducing the concept of less. Recognise a set with More/Less Find one less or one more than a set. Recognise simple arrangements of up to 5 objects Recognise basic shapes and talk about basic features, corners, sides, copy/create simple repeating patterns Comparing height/weight, tall/short light /heavy	Make a set with more or less than a given number, Securing composition of 1-10, Counting to 20 and beyond. Say one more or less than a given number. Develop automaticity of number bonds to 5	Number bonds to 10 Recognise simple arrangements of up to 5 objects Recognise basic shapes and talk about basic features, corners, sides, create simple repeating patterns. Talk about relative position. Sequence familiar events, daily routines, using language related to time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World		Develop an interest in occupations & different ways of life and talk about the similarities and differences. Talk about family customs and routines.	Look at different occupations related to growing, farmers, gardeners, health visitor midwife.			
Understanding the World Links to Science		Use senses to explore what we hear and see in our immediate environment Autumn walks exploring seasonal change	Look closely at change over time in relation to our world, what has changed? How can we protect what we have for the future? Look at climate events from the past, "ice age" what happens to our earth when the temperature changes? How to people live and survive in very hot/cold places? Finding the hottest/coldest places on earth Talk about seasonal weather relate to spring – growing weather sun &rain. Spring walks observing changes in environment	Plant seeds and care for them as they grow, understanding what a plant needs to survive Recognise that the changes seen in the environment are seasonal Understand the life cycle of a butterfly Care for a living animal Explore the water cycle – looking at water exploring the changing state of water through the cycle.	Explore different occupat animal protection and discovery, park ranger, researchers, archaeologists ions relating to	Think scientifically, classifying animals based on certain characteristics. Learn the names of the planets in the solar system Learn some facts about each planet Talk about space exploration and what we know about Mars.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Links to Geography	Compare the lifestyles of people living in and around different environments. Look at the different places we come from on the world map Look at our locality, map making around school. Talk about where I live, comparing to where others may live. Look closely at similarities and differences of my own lifestyle/place I live and that of others	Explore different environments to our own, what is like where the people in our class come from?			Map making of different role-played environments to explore	

Understanding the World Links to History	Talk about family history, what was life like for our grandparents/parents? How have things changed today? Compare the likes and dislikes of a child 50 years ago to ours how have things changed? Invite a parent/grandparent in to share their experiences	Recognise & talk about special times/events	Recognise & talk about special times/events cold at Christmas, sunny on holiday – talk about children's memories of special events.		Compare the lifestyles of people living in and around different environments.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Use a range of materials to extend role play Develop narrative alongside role play					Role playing life in different environments including a narrative involving others
Music - Sparkyard	My Musical Classroom		Musical patterns and performing		Sound Stories	
Expressive Arts and Design Links to Music		Listen and respond to music/poetry from a variety of cultures relating to current topic Engage in music making using different instruments from around the world Explore sound with musical instruments, loud/quiet + fast/slow copying simple rhythms. Join in an expanding repertoire of songs and rhymes		Create weather dances in response to different weather sounds set to music, thunder, rain etc Develop story lines in imaginative play building on their own and others ideas Join in an expanding repertoire of songs and rhymes Explore sound with musical instruments, loud/quiet + fast/slow copying simple rhythms	Children confidently sing songs, make music and dance, and experiment with ways of changing them.	Join in an expanding repertoire of songs and rhymes with increasing confidence Respond to music/sound relating to different environments through different forms of expression, such as dance and painting.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design Links to Art	Create self-portraits with different media.		Explore what happens when mixing colours. Making pictures representing different skies, sunny, thunderous, sunrises/sunsets Experiment to create different textures. Understands that different media can be combined to create new effects		Explore patterns/colours in relation to animal markings	
Expressive Arts and Design Links to Design and Technology	construct with a purpose in mind, choosing appropriate shapes for purpose Talk about what we have made and how we made it, think about how we could make it better next time	Use construction materials purposefully to create models of people/places and things	Manipulate materials to achieve a planned effect. E.G. Making weather pictures with a variety of resources/mediums. Construct with a purpose in mind, using a variety of resources. E.G. Making weather monitors from junk modelling		Practise appropriate safety measures without direct supervision Create role play environment for animals relating to current topic Construct carefully and thoughtfully encouraged to evaluate and enhance designs	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design Links to Geography	Create representations of different cultures through a variety of art/dance/food/music.					
Expressive Arts and Design Links to History		Retell traditional tales from around the world				
Expressive Arts and Design Links to Science				Make our own set & props to become weather reporters Explore and learn how sounds can be changed.		
Expressive Arts and Design Links to Physical Development						Become different animals through movement, actions, sound
Trips			RHS Bridgewater – Discovering plants	Trip to Dunham Massey for minibeasts exploration	Stoller Hall - Early years musical celebration	End of Year trip

Year 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religion	**Domestic Church –** *Family* *Explore: The love and care shown in the family* *Reveal: God's love and care for the family.* *Respond: Remembering, celebrating and responding to the love and care shown in the family and God's love and care for the family.* **Baptism/Confirmation –** *Belonging* *Explore: about belonging to different groups* *Reveal: Baptism is an invitation to belong to God's family.* *Respond: Remembering, celebrating and responding to what it is to belong to many different groups and that Baptism is an invitation to belong to God's family.* **Advent/Christmas –** *Loving* *Explore: About the times that it is necessary to wait and the use of that time.* *Reveal: Advent is a time of waiting to celebrate Jesus' coming at Christmas.* *Respond: Remembering, celebrating and responding to the times when it is necessary to wait and the use of that time; Advent is a time of waiting to celebrate Jesus at Christmas.*		**Local Church –** *Community* *Explore: That there are special people in our lives who are there to help us.* *Reveal: On Sundays, in church we meet people who do special jobs as we gather to celebrate the Good News of Jesus.* *Respond: Remembering, celebrating and responding to the experience of special people in our loves, who are there to help and that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.* **Eucharist –** *Relating* *Explore: Families and groups share special meals Reveal: That the Mass is the special meal for Jesus. Respond: Remembering, celebrating and responding to the experience that families and groups share special meals. The Mass as Jesus' special meal.* **Lent/Easter –** *Giving* *Explore: That we change and grow.* *Reveal: Lent is a time to change in preparation for the celebration of Easter.* *Respond: Remembering, celebrating and responding to the experience of how we change and grow and that Lent is a time to change in preparation for the celebration of Easter.*		**Pentecost –** *Serving* *Explore: Holidays are days to be happy* *Reveal: Pentecost - a holy day - the feast of the Holy Spirit.* *Respond: Remembering, celebrating and responding to holidays as days to be happy and Pentecost: a holy day, is the feast of the Holy Spirit.* **Being Sorry –** *Reconciliation* *Explore: We have choices - sometimes we choose well, and sometimes wrongly.* *Reveal: God helps us to choose well and to be sorry. Respond: Remembering, celebrating and responding to the experience of making choices - sometimes we use it well; sometimes wrongly. God helps us to choose well and to be sorry when we make wrong choices. God forgives us.* **Universal Church –** *World* *Explore: Neighbours all around* *Reveal: Everyone is our neighbour and is loved by God Respond: Remembering, celebrating and responding to neighbours all around; everyone is a neighbour loved by God.*	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Maths	**Number:** *Place Value (within 10)* I can read a given a number, identify one more and one less, up to ten I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least I can read and write numbers from 1 to 10 in numerals and words. **Number:** *Addition and Subtraction (within 10)* I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs I can represent and use number bonds and related subtraction facts within 10 I can add and subtract one-digit and two-digit numbers to 10, including zero I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems **Geometry:** *Shape* I can recognise and name common 2-D and 3-D shapes, including, rectangles (including square), circles and triangles] I can 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] **Number:** *Place Value (within 20)* I can give a number, identify one more and one less, up to twenty I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least I can read and write numbers from 1 to 20 in numerals and words.		**Number:** *Addition and Subtraction (within 20)* I can read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs I can represent and use number bonds and related subtraction facts within 20 I can add and subtract one-digit and two-digit numbers to 20, including zero I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems **Number:** *Place Value (within 50)* I can give a number, identify one more and one less up to 50 I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least I can read and write numbers from 1 to 50 in numerals and words. **Measurement:** *Length and Height* I can compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] **Measurement:** *Weight and Volume* I can compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]		**Number:** *Multiplication and Division* I can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Number:** *Fractions* I can recognise, find and name a half as one of two equal parts of an object, shape or quantity I can recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Geometry**: *Position and Direction* I can describe position, direction and movement, including whole, half, quarter and three-quarter turns **Number:** *Place Value (within 50)* I can read and write numbers from 1 to 50 in numerals and words. **Measurement:** *Money* I can recognise and know the value of different denominations of coins and notes **Measurement:** *Time* I can sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] I can recognise and use language relating to dates, including days of the week, weeks, months and years I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reading	**Word reading:** - *apply phonic knowledge and skills as the route to decode words* - *respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes* - *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught* - *read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word* - *read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings* - *read other words of more than one syllable that contain taught GPCs* - *read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)* - *read books aloud, accurately, that are consistent with their developing phonic knowledge* - *reread these books to build up their fluency and confidence in word reading* **Comprehension:** *Develop pleasure in reading, motivation to read, vocabulary and understanding by:* - *listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently* - *being encouraged to link what they read or hear to their own experiences* - *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics* - *recognising and joining in with predictable phrases* - *learning to appreciate rhymes and poems, and to recite some by heart* - *discussing word meanings, linking new meanings to those already known* - *understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read, and correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far* - *participate in discussion about what is read to them, taking turns and listening to what others say* - *explain clearly their understanding of what is read to them*					
English Texts **Writing**	**Lost and Found** **Fiction**: Outcome: To sequence, retell and rewrite the story. Outcome: Story based on the structure of Lost and Found Greater Depth: Change the setting of the story	**Nibbles Recount:** Outcome: Diary Greater Depth: Add in further details about other characters' feelings **There are no such things as Monsters** **Poetry:** Outcome: Create and describe new monsters to add to the model poem Greater Depth: Create and describe new monsters to write own version of the poem (including elements of rhyme)	**The Lion inside** **Fiction:** Outcome: Write a story based on a familiar structure Greater Depth: Change both animals in the story.	**The case of the missing mammoth** **Fiction:** Outcome: Write a story based on a familiar structure Greater Depth: Change the setting of the story. **Poetry:** Outcome: Add their own items to a list poem about a visit to a museum Greater Depth: Write a list poem of their own about a visit to a museum inc. rhyme with the option to use own opening and closing lines	**Toys in space** **Fiction:** Outcome: Write a story based on a familiar structure Extension: Instructions Greater Depth: Choose their own toy to write about and change the space creature	**Goldilocks and Just one bear** **Fiction**: Outcome: Write a Fairy tale based on the structure of Goldilocks and just the one bear. Extension: Non-chronological report Greater Depth: Change the animal and the setting

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	**Plant** I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I know how to identify and describe the basic structure of a variety of common flowering plants, including trees I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees		**Animals, including Humans** I know how to describe and compare observable features of animals from a range of groups I know how to group animals according to what they eat I know how to identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds I know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores I know how to name and locate parts of the human body, including those related to the senses I know how to describe and compare observable features of animals from a range of groups I know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I know how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense I know how to take care of animals taken from their habitat and understand the need to return them safely to their homes I know how to use the vocabulary and identify: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth		**Everyday Material** I know how to distinguish objects from materials, describe their properties, identify and group everyday materials I know how to distinguish between an object and the material from which it is made I know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I know how to describe the simple physical properties of a variety of everyday materials I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History		**Black History** **How am I making history?** Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.			How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	**How have explorers changed the world?** Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.
Geography	**What is it like here?** Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.		**What is the weather like in the UK?** Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key	**What is it like to live in Africa? Tunisia** Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on Tunisia. They identify physical features of Tunisia using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.		

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Trips	Chester Zoo	Science RHS Bridgewater- Exploring plants Art Lowry – Visual Arts Workshop		Music Royal Exchange Theatre-Sin around	Physical Education Rock Up – Climbing experience	Music Bridgewater Hall – Halle performance End of Year Trip
Art and Design		Sculpting: Paper Play Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois	Drawing Make your Mark Developing observational drawing skills when explorating mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.			Painting and mixed media Colour Splash Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.
Design Technology	***Cooking and nutrition: Design and make fruit smoothies.*** Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.			***Textiles: Making animal puppets.*** Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairytale. Develop technical skills of cutting, glueing, stapling and pinning.	***Mechanisms: Wheels and axles- Making a moving car*** Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Computing	**Programming A** Selection in quizzes (Beebots) I can match a command to an outcome I can predict the outcome of a command on a device I can run a command on a device I can follow an instruction I can give directions I can recall words that can be acted out I can compare forwards and backwards movements I can predict the outcome of a sequence involving forwards and backwards commands I can start a sequence from the same place I can compare left and right turns I can experiment with turn and move commands to move a robot I can predict the outcome of a sequence involving up to four commands I can choose the order of commands in a sequence I can debug my program I can explain what my program should do	**Creating Media** Digital Paintings (iPads) I can draw lines on a screen and explain which tools I used I can make marks on a screen and explain which tools I used I can use the paint tools to draw a picture I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist I can choose appropriate shapes I can create a picture in the style of an artist I can make appropriate colour choices I can choose appropriate paint tools and colours to recreate the work of an artist I can say which tools were helpful and why I know that different paint tools do different jobs I can change the colour and brush sizes I can make dots of colour on the page I can use dots of colour to create a picture in the style of an artist on my own I can explain that pictures can be made in lots of different ways	**Creating Media** Digital Writing (Laptops) I can identify and find keys on a keyboard I can open a word processor I can recognise keys on a keyboard I can enter text into a computer I can use backspace to remove text I can use letter, number, and space keys I can explain what the keys that I have learnt about already do I can identify the toolbar and use bold, italic, and underline I can type capital letters I can change the font I can select a word by double-clicking I can select all of the text by clicking and dragging I can decide if my changes have improved my writing I can say what tool I used to change the text I can use 'undo' to remove changes I can compare using a computer with using a pencil and paper I can say which method I like best I can write a message on a computer and on paper	**Data Handling** Grouping Data (Laptops) I can describe objects using labels I can identify the label for a group of objects I can match objects to groups I can count a group of objects I can count objects I can group objects I can describe a property of an object I can describe an object I can find objects with similar properties I can count how many objects share a property I can group objects in more than one way I can group similar objects I can choose how to group objects I can describe groups of objects I can record how many objects are in a group I can compare groups of objects I can decide how to group objects to answer a question I can record and share what I have found	**Programming B** Introduction to animation (iPads) **Scratch Jnr app* I can compare different programming tools I can find which commands move a I can use commands to move a sprite I can run my program I can use a start block in a program I can use more than one block by joining them together I can change the value I can find blocks which have numbers I can say what happens when I change a value I can add blocks to each of my sprites I can delete a sprite I can show that a project can include more than one sprite I can choose appropriate artwork for my project I can create an algorithm for each sprite I can decide how each sprite will move	**Computing systems and networks** sprite Technology around us (Mainly unplugged) **JIT5* I can explain how technology helps us I can explain technology as something that helps us I can locate examples of technology in the classroom I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag I can click and drag to make objects on a screen I can use a mouse to create a picture I can use a mouse to open a program I can save my work to a file I can tell you that writing on a computer is called typing I can type my name on a computer I can delete letters I can open my work from a file I can use the arrow keys to move the cursor I can discuss how we benefit from rules I can give examples of some rules

	I can identify several possible solutions I can plan two programs I can use two different programs to get to the same place	I can say whether I prefer painting using a computer or using paper I can spot the differences between painting on a computer and on paper				I can identify rules to keep us safe and healthy when we are using technology in and beyond the home

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Music	**Move to the beat** Learn to recognise pulse, matching movements to music • Explore percussion instruments • Perform simple instrumental accompaniments to familiar songs • Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance	**Move to the beat:** Learn to recognise pulse, matching movements to music • Explore percussion instruments • Perform simple instrumental accompaniments to familiar songs • Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance	**Exploring sounds:** Explore how sounds can be produced in different ways using voices and instruments • Sing simple songs, adding facial expressions and actions to enhance performance • Recognise how composers using dynamics, tempo and timbre to reflect a character or theme • Use song lyrics as a stimulus for a composition • Compose short sound sequences to tell a story and perform them to each other • Follow musical instructions and invent notation to represent sound sequences	**Exploring sounds:** Explore how sounds can be produced in different ways using voices and instruments • Sing simple songs, adding facial expressions and actions to enhance performance • Recognise how composers using dynamics, tempo and timbre to reflect a character or theme • Use song lyrics as a stimulus for a composition • Compose short sound sequences to tell a story and perform them to each other • Follow musical instructions and invent notation to represent sound sequences	**High and low- Exploring Pitch:** Learn to identify and describe pitch • Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre • Play simple listening games, identifying and copying simple pitch patterns • Use a variety of tuned and untuned percussion instruments • Compose simple sound effects to accompany sections of a story • Compose pitch patterns and represent them using simple graphic notation • Prepare songs for a class performance	**High and low- Exploring Pitch:** Learn to identify and describe pitch • Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre • Play simple listening games, identifying and copying simple pitch patterns • Use a variety of tuned and untuned percussion instruments • Compose simple sound effects to accompany sections of a story • Compose pitch patterns and represent them using simple graphic notation • Prepare songs for a class performance

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RSE		**Module 1 Religious Understanding** Let the Children Come **Module 1 Me My Body, my Health** **I am Unique** **Girls and Boys** **Clean and Healthy**	**Module 2** **God Loves You** **Module 2 Personal Relationships** Special People Treat Others Well Say Sorry	**Module 2 Personal Relationships** Special People Treat Others Well Say Sorry	**Module Three Living in the wider world** Three in One Who is My Neighbor? The Communities We Live In	**Module Three Living in the wider world** Three in One Who is My Neighbor? The Communities We Live In
Physical Education	**Fundamentals** Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in takeoff and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope	**Gymnastics** Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.	**Dance – On Safari** Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.	**Fitness** Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel	**Team Building** Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.	**Target Games** Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.

Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religion	**Domestic Church - Family** *Explore: The many beginnings each day* *Reveal: God is present in every beginning.* *Respond: Remembering, celebrating and responding to the many beginning each day offers and that God is present at every beginning.* **Signs and Symbols - Baptism and Confirmation - Belonging.** *Explore: Experience of signs and symbols* *Reveal: Signs and symbols are used in Baptism. Respond: Remembering, celebrating and responding to the experience of signs and symbols and the signs and symbols used in Baptism.* **Preparations: Advent/Christmas - Loving.** *Explore: Preparing for special times* *Reveal: Advent is four week of preparation for the* *celebration of Jesus's Birthday at Christmas.* *Respond: Remembering. celebrating, and responding to preparing for special times and Advent four weeks of preparation for the celebration of Jesus' birth at Christmas.*		**Books - Local Church - Community.** *Explore: About the different books used at home and in school.* *Reveal: The books used in church on Sunday by the* *Parish family.* *Respond: Remembering, celebrating and responding to books used at home and in school and the books used in Church on Sunday by the Parish family.* **Thanksgiving - Eucharist - Relating** *Explore: Different ways to say thank you* *Reveal: The Eucharist: the parish family thanks God for Jesus* *Respond: Remembering, celebrating and responding to the different ways to say thank you and the Eucharist: the parish family thanks God for Jesus.* **Opportunities - Lent/Easter - Giving.** *Explore: Each day offers opportunities for good* *Reveal: Lent is an opportunity to turn towards what is good in preparation for Easter.* *Respond: Remembering, celebrating and responding to how each day offers opportunities for good and Lent, the opportunity to turn towards what is good in preparation for Easter.* I can discuss what Ash Wednesday is.		**Pentecost - Serving** *Explore: Passing on messages* *Reveal: Pentecost - spreading the Gospel message through the gifts of the Holy Spirit.* *Respond: Remember, celebrate and respond to passing on messages, Pentecost, spreading the Gospel through the gifts of the Holy Spirit.* **Reconciliation** *Explore: How rules can help at home and in school. Reveal: The reasons for rules in the Christian family. Respond: Remembering,celebrating and responding to how rules can help at home and in school and the reasons for rules in the Christian family.* **Universal Church - World** *Explore: What we treasure.* *Reveal: The world is God's treasure given to us.* *Respond: Remembering, celebrating and responding to what we treasure, and the world is God's treasure given to us.*	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Maths	**Number:** *Place Value* I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwards I can recognise the place value of each digit in a two-digit number (tens, ones) I can identify, represent and estimate numbers using different representations, including the number line I can compare and order numbers from 0 up to 100; use <, > and = signs I can read and write numbers to at least 100 in numerals and in words I can use place value and number facts to solve problems **Number:** *Addition and Subtraction* I can solve problems with addition and subtraction: I can use concrete objects and pictorial representations, including those involving numbers, quantities and measures I can apply their increasing knowledge of mental and written methods I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems **Measurement:** *Money* I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value		**Number:** *Multiplication and Division* I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Statistics:** *Pictograms, Tally Charts and Block Graphs* I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity I can ask and answer questions about totaling and comparing categorical data. **Geometry:** *Properties of Shape* I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces I can identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] I can compare and sort common 2-D and 3-D shapes and everyday objects. **Number:** *Fractions* I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity I can write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2		**Measurement:** *Length and Height* I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers I can compare and order lengths and record the results using >, < and = **Geometry:** *Position and Direction* I can order and arrange combinations of mathematical objects in patterns and sequences I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). **Problem Solving** I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **Measurement:** *Time* I can compare and sequence intervals of time I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times I can know the number of minutes in an hour and the number of hours in a day. **Measurement:** *Mass, Capacity and Temperature* I can choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels I can compare and order mass, volume/capacity and record the results using >, < and =	

	I can find different combinations of coins that equal the same amounts of money I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **Number:** *Multiplication and Division* I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.		

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English Texts	*Black History* Mary Seacole Serena Williams **Troll Swap** by Leigh Hodgkinson **Trolls go home** by Alan MacDonald	**The Owl who was Afraid of the Dark** by Jill Tomlinson (picture book) **The Owl who was Afraid of the Dark** by Jill Tomlinson (chapters) *Poetry* **The Owl and the Pussycat** by E Lear	**Dragon Machine** by Helen Ward **The Dragonsitter series** by Josh Lacey	Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton *Poetry* **Night Sounds** by Berlie Doherty from **I am the Seed that Grew the Tree** by Fiona Waters	**The Last Wolf** by Mini Grey **Fantastic Mr.Fox** by Roald Dahl	**Grandad's Secret** **Giant** by David Litchfield **The BFG** by Roald Dahl
Writing	**Outcome** Write a diary entry **Outcome** Fiction: story with focus on characters **Greater Depth** Story about two independently invented contrasting characters who swap places	**Outcome** Non-chronological report: report about owls **Greater Depth** Alter the layout to include own subheadings and extra features *Poetry* **Outcome** Write the first 2 verses of a new poem based on *The Owl and the Pussycat* **Greater Depth** Write additional verses of a new poem based on *The Owl and the Pussycat*	**Outcome** Fiction: story with an adventure focus Extension: Instructions **Greater Depth** Story written in 1st person	**Outcome** Recount: diary entry from point of view of a toy **Greater Depth** Recount: diary entry from point of view of one of the children *Poetry* **Outcome** Write a Night Sounds poem of their own based on Berlie Doherty's version **Greater Depth** Write an extended Night Sounds poem including questions and answers using their own repetitive phrases	**Outcome** Letter: letter in role as the character persuading to save the trees **Greater Depth** Real life letter to specific audience e.g. local MP	**Outcome** Fiction: story with moral focus **Greater Depth** Story from the point of view of the giant

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Animals including humans I know how to name and locate parts of the human body, including those related to the senses and describe them I know how to describe the basic needs of animals for survival and the main changes as offspring from young animals, including humans, grow into adults I know how to group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene I know how to describe the basic needs of animals, including humans, for survival (water, food and air)	Living things and their Habitats I know how to identify whether things are alive, dead or have never lived I know how to explore and compare the differences between things that are living, dead, and things that have never been alive I know how to name different plants and animals and describe how they are suited to different habitats I know how to 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 I know how to identify and name a variety of plants and animals in their habitats, including micro-habitats I know how to 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	**Everyday materials** I know how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses I know how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I know how to describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Plants** I know how to describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants I know how to observe and describe how seeds and bulbs grow into mature plants I know how to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Plants** I know how to describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants I know how to observe and describe how seeds and bulbs grow into mature plants I know how to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	**Everyday Materials** I know how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses I know how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I know how to describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History	***What is a Monarch?*** Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time	**Black History** Mary Seacole Serena Williams **Gunpowder plot 1605** **Bonfire night**	**How was school different in the past?** Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.			Events beyond living memory The Great Fire of London. Samuel Pepys *Great Fire of London* Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events on a timeline. Learning about the individuals who contributed to the history of historical events
Geography		**Geographical skills and fieldwork** **Would you prefer to live in a Hot or Cold Place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents		**Why is our World Wonderful?** Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	**What is it like to Live by the coast?** Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Trips	History Chester Zoo	Science RHS Bridgewater – Exploring Plants	Physical Education Rock Up – Climbing experience	Music Royal Exchange Theatre- Singaround	PSHE Fire Training Centre – What to do in an emergency	History Staircase House – Great Fire of London History/Art Lowry – Great Fire of London Art Workshop End of Year Trip
Art and Design		**Sculpture and 3D** Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	**Drawing: Tell a Story** Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.		**Painting and Mixed Media: Life in Colour** Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.	
Design Technology	**Mechanisms Making a Moving Troll** After learning the terms: pivot, lever and linkage, pupils design a troll that will move using a linkage mechanism. Pupils practise making linkages and experiment with various materials to bring their trolls to life.			**Cooking and Nutrition:Making a Wrap** Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.		**Structures:Samuel Pepys Chair** Using the story of Samuel Pepy as inspiration, make him a brand new chair, exploring different shapes and materials. When designing the chair, they consider his needs and what he likes.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Computing	**Programming A** ***Robot algorithms*** I can choose a series of words that can be enacted as a sequence I can follow instructions given by someone else I can give clear and unambiguous instructions I can create different algorithms for a range of sequences (using the same commands) I can show the difference in outcomes between two sequences that consist of the same commands I can use an algorithm to program a sequence on a floor robot I can compare my prediction to the program outcome I can follow a sequence I can predict the outcome of a sequence I can explain the choices I made for my mat design I can identify different routes around my mat I can test my mat to make sure that it is usable I can create an algorithm to meet my goal I can explain what my algorithm should achieve I can use my algorithm to create a program I can plan algorithms for different parts of a task	**Computer systems and networks** ***IT around us*** I can describe some uses of computers I can identify examples of computers I can identify that a computer is a part of information technology I can explain the purpose of information technology in the home I can move and resize images I can open a file I can compare types of information technology I can find examples of information technology I can talk about uses of information technology I can demonstrate how information technology is used in a shop I can explain how information technology helps people I can recognise that information technology can be connected I can list different uses of information technology I can recognise how to use information technology responsibly I can say how those rules/guides can help me I can enjoy a variety of activities (not just on screen) I can explain simple guidance for using information technology	**Creating Media** ***Digital photography*** I can capture digital photos and talk about my experience I can sort devices into old and new I can talk about how to take a photograph I can explain the process of taking a good photograph I can explain why a photo looks better in portrait or landscape format I can take photos in both landscape and portrait format I can discuss how to take a good photograph I can identify what is wrong with a photograph I can improve a photograph by retaking it I can experiment with different light sources I can explore the effect that light has on a photo I can focus on an object I can explain my choices I can recognise that images can be changed I can use a tool to achieve a desired effect I can apply a range of photography skills to capture a photo I can identify which images are real and which have been changed	**Programming B** ***Introduction to quizzes*** I can identify that a program needs to be started I can identify the start of a sequence I can show how to run my program I can change the outcome of a sequence of commands I can match two sequences with the same outcome I can predict the outcome of a sequence of commands I can build the sequences of blocks I need I can decide which blocks to use to meet the design I can tell the actions of a sprite in an algorithm I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design I can build sequences of blocks to match my design I can choose the images for my own design I can create an algorithm I can compare my project to my design I can debug	**Creating Media** ***Making music*** I can describe how music makes me feel, e.g., happy or sad I can identify simple differences in pieces of music I can listen with concentration to a range of music (links to the Music curriculum) I can create a rhythm pattern I can explain that music is created and played by humans I can play an instrument following a rhythm pattern I can connect images with sounds I can relate an idea to a piece of music I can use a computer to experiment with pitch and duration I can identify that music is a sequence of notes I can refine my musical pattern on a computer I can use a computer to create a musical pattern using three notes I can describe an animal using sounds I can explain my choices I can save my work I can explain how I made my work better I can listen to music and describe how it makes me feel I can reopen my work	**Data and information** ***Pictograms*** I can compare totals in a tally chart I can record data in a tally chart I can represent a tally count as a total I can enter data onto a computer I can use a computer to view data in a different format I can use pictograms to answer simple questions about objects I can explain what the pictogram shows I can organise data in a tally chart I can use a tally chart to create a pictogram I can answer 'more than'/'less than 'and 'most/least 'questions about an attribute I can create a pictogram to arrange objects by an attribute I can tally objects using a common attribute I can choose a suitable attribute to compare people I can collect the data I need I can create a pictogram and draw conclusions from it I can give simple examples of why information should not be shared I can share what I have found out using a computer

	I can put together the different parts of my program I can test and debug each part of the program	in different environments and settings I can identify the choices that I makwhen using information technology	I can recognise which images have been changed	I can improve my project by adding features		I can use a computer program to present information in different ways
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Music	**Exploring Pulse and Rhythmic Patterns** Develop ensemble skills through singing a range of songs and musical passing games • Learn to recognise the difference between pulse and rhythm • Investigate different ways to play rhythms, varying instrumental timbre and dynamics • Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre • Create simple four-beat rhythms and represent using graphic notation Listen with concentration to a range of music, recognizing rythmic features	**Exploring Pulse and Rhythmic Patterns** Develop ensemble skills through singing a range of songs and musical passing games • Learn to recognise the difference between pulse and rhythm • Investigate different ways to play rhythms, varying instrumental timbre and dynamics • Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre • Create simple four-beat rhythms and represent using graphic notation Listen with concentration to a range of music, recognizing rhythmic features	**Musical Moods and Pictures** Learn how songs and music can communicate different emotions • Investigate different ways to express the mood of a song, adding facial expressions and changing voice • Work as a class and in small groups to compose and improvise music on the theme of weather • Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme • Learn to follow and give simple musical instructions • Use songs to inspire a simple soundscape Listen to music and represent sounds using a range of graphic symbols	**Musical Moods and Pictures** Learn how songs and music can communicate different emotions • Investigate different ways to express the mood of a song, adding facial expressions and changing voice • Work as a class and in small groups to compose and improvise music on the theme of weather • Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme • Learn to follow and give simple musical instructions • Use songs to inspire a simple soundscape Listen to music and represent sounds using a range of graphic symbols	**Patterns with Pitch-Exploring Pitch and Melody** Describe pitch and timbre of instruments • Play simple listening games, using movement to describe the direction of pitch • Sing songs, developing pitch matching skills and perform them with actions and movement • Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation • Learn to play simple melodies and accompaniments using tuned percussion • Prepare songs and music for a class performance	**Patterns with Pitch Exploring Pitch and Melody** Describe pitch and timbre of instruments • Play simple listening games, using movement to describe the direction of pitch • Sing songs, developing pitch matching skills and perform them with actions and movement • Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation • Learn to play simple melodies and accompaniments using tuned percussion • Prepare songs and music for a class performance

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RSE		**Module 1 Religious Understanding** Let the Children Come Emotional Wellbeing Feelings, Likes and Dislikes Feeling Inside Out Super Susie Gets Angry	**Module 2 Personal Relationships** Being Safe Good Secrets and Bad Secrets Physical Contact Harmful Substances Can you Help Me	**Module 2 Keeping Safe** Being Safe Good Secrets and Bad Secrets Physical Contact Harmful Substances Can you Help Me	**Module Three Living in the wider world** Three in One Who is My Neighbour? The Communities We Live In	**Module Three Living in the wider world** Three in One Who is My Neighbour? The Communities We Live In
Physical Education	**Ball Skills** Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.	**Dance** Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance	**Gymnastics** Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	**Striking and Fielding** Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique	**Athletics** Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance	**Team Building** Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.

Year 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religion	**Homes - Domestic Church - Family** Explore: The joys and sorrows of being a family at home. Reveal: God's vision for every family. Respond: Remembering, celebrating and responding to the joys and sorrows of being a family at home and God's vision for every family. **Promises - Baptism/Confirmation** Explore: Belonging to a group involves promises and rules Reveal: The meaning of the promises made at Baptism. Respond: Remembering, celebrating and responding to how belonging to a group involves promises and rules and the meaning of the promises made at Baptism. **Visitors - Advent/Christmas - Loving** Explore: The demands and joys of visitors Reveal: Advent is a time of waiting for the coming of Jesus. Respond: Remembering, celebrating and responding to the demands and joys of visitors and Advent: waiting for the coming of Jesus.		**Journeys - Local Church - Community** Explore: a journey through a year Reveal: the Christian families journey with Jesus through the Church's year. Respond: Remembering, celebrating and responding to a journey through a year and the Christian family's journey with Jesus. **Listening and Sharing - The Eucharist Relating.** Explore: Listening and sharing with one another. Reveal: Listening to the Word of God and sharing in Holy Communion. Respond: Remembering, celebrating and responding to listening and sharing with one another and listening to the Word of God and sharing in Holy Communion. **Giving All - Lent/Easter- Giving.** Explore: How people give themselves Reveal: Lent, a time to remember Jesus' total giving Respond: Remembering, celebrating and responding to how people give of themselves and that Lent is a time to remember Jesus' total giving.		**Energy - Pentecost - Serving.** Explore: The energy of fire and wind Reveal: The wonder and power of the Holy Spirit. Respond: Remembering, celebrating and responding to the energy of fire and wind and the wonder and power of the Holy Spirit. **Choices - Reconciliation - Inter-Relating** Explore: Choices have consequences Reveal: The importance of conscience in making choices. Respond: Remembering, celebrating and responding to choices have consequences and the importance of conscience in making choices. **Universal Church - World** Explore: Everyone has a special place. Reveal: Special places for Jesus and the Christian community. Respond: Remembering, celebrating and responding to everyone has a special place and special places for Jesus and for the Christian Community.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Maths	**Number:** *Place Value* I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number I can recognise the place value of each digit in a three-digit number (hundreds, tens, ones) I can compare and order numbers up to 1000 I can identify, represent and estimate numbers using different representations I can read and write numbers up to 1000 in numerals and in words I can solve number problems and practical problems involving these ideas. **Number:** *Addition and Subtraction* I can add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction I can estimate the answer to a calculation and use inverse operations to check answers I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **Number:** *Multiplication and Division* I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.		**Number:** *Multiplication and Division* I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Measurement:** *Money* I can add and subtract amounts of money to give change, using both £ and p in practical contexts **Statistics:** *Scaled Bar Charts* I can interpret and present data using bar charts, pictograms and tables I can solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. **Measurement:** *Length and Perimeter* I can measure, compare, add and subtract: lengths (m/cm/mm) I can measure the perimeter of simple 2-D shapes **Number:** *Fractions* I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators I can recognise and show, using diagrams, equivalent fractions with small denominators I can add and subtract fractions with the same denominator within one whole [for example, 75 + 71 = 76] I can compare and order unit fractions, and fractions with the same denominators	**Number:** *Fractions* I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators I can recognise and show, using diagrams, equivalent fractions with small denominators I can add and subtract fractions with the same denominator within one whole [for example, 75 + 71 = 76] I can compare and order unit fractions, and fractions with the same denominators **Measurement**: *Time* I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight I can tell and write the time from an analogue clock, including using Roman numerals from I to XII I can know the number of seconds in a minute and the number of days in each month, year and leap year I can compare durations of events [for example to calculate the time taken by particular events or tasks]. **Geometry:** *Properties of Shape* I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them I can recognise angles as a property of shape or a description of a turn I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle **Measurement:** *Mass and Capacity* I can measure, compare, add and subtract: mass (kg/g) and volume/capacity (l/ml)	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English Texts	Black History **Counting on Katherine** by Helaine Becker **Seal Surfer** by Michael Foreman **Dancing Bear** by Michael Morpurgo	**Winter's Child** by Angela McAllister **Ice Palace** by Robert Swindells Poetry **Dance with me Autumn** **The Garden year** by S Coleridge **Autumn's Begun** by A J **Roma Frost** by V Bloom	**Stone Age Boy** by Satoshi Kitamura **The Iron Man** by Ted Hughes	**Big Blue Whale** by Nicola Davies **This Morning I Met a Whale** by Michael Morurgo Poetry **The Magnificent Bull** From the Dinka tribe	**Journey** by Aaron Becker **Tilly Mint Tales** by Berlie Doherty	**Zeraffa Giraffa** by Dianne Hofmeyr **White Giraffe** by Lauren St John
Writing Expectations	**Outcome** Write a fact-file about Katherine Johnson, inc. a short biography. **Outcome** Recount: letter in role **Greater Depth** Write a letter from Grandad in response to one of his grandson's letters	**Outcome** Fiction: fantasy story based on a fable **Greater Depth** Narrative from a different point of view Poetry **Outcome** Write and perform a 5-couplet poem about winter, based on the structure of Sing to Me, *Autumn*. **Greater Depth** Write and perform a 5-couplet poem where the syllables per line are consistent throughout	**Outcome** Fiction: write a story set in the Stone Age **Greater Depth** Write from the POV of a person from the Stone Age	**Outcome** Persuasion: leaflet persuading for the protection of the blue whale **Greater Depth** Include a fact file about endangered sea creatures Poetry Outcome Write and perform a poem celebrating the blue whale in the style of a Dinka poem. Greater Depth Write and perform a poem in the style of a Dinka poem ensuring syllables per line echo original poem	**Outcome** Fiction: adventure story based on Journey using the language of Berlie Doherty **Greater Depth** Include a new setting route to lead from one place into another	**Outcome** Persuasion: tourism leaflet for Paris/Egypt **Greater Depth** Include a section of a researched Paris landmark

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	**Animals including Humans** I know how to 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 I know how to identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Forces** I know how to compare how things move on different surfaces I know how to notice that some forces need contact between two objects, but magnetic forces can act at a distance I know how to 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 I know how to describe magnets as having two poles I know how to predict whether two magnets will attract or repel each other, depending on which poles are facing	**Rocks** I know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I know how to describe in simple terms how fossils are formed when things that have lived are trapped within rock I know how to recognise that soils are made from rocks and organic matter.	**Magnets** I know how to compare how things move on different surfaces I know how to notice that some forces need contact between two objects, but magnetic forces can act at a distance I know how to 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 I know how to describe magnets as having two poles	**Plants** I know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I know how to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I know how to investigate the way in which water is transported within plants I know how to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Light** I know how to recognise that he/she needs light in order to see things and that dark is the absence of light I know how to notice that light is reflected from surfaces I know how to recognise that light from the sun can be dangerous and that there are ways to protect eyes I know how to find patterns in the way that the size of shadows change I know that it is not safe to look directly at the sun, even when wearing dark glasses

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History		**Black History** *Katherine Johnson* **How have children's lives changed?** Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.	**British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?** Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.			**What did the ancient Egyptians believe?** Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story
Geography	**Are all settlements the same?** Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.			**What are rivers and how are they used?** Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features	**Who lives in Antarctica?** Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, considering that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Trips	Chester Zoo Pennines and Blue John Cavern – Geography trip		Rock Up – Climbing experience Tatton Park – Stone Age experience	Royal Exchange Theatre- Singaround	Opera House – Theatre trip RHS Bridgewater – Fantastic Food	Manchester Museum End of Year Trip
Art and Design	**Sculpture and 3D: Abstract shape and space** Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.		**Drawing: Growing artists** Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.		**Painting and mixed media: Prehistoric painting** Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	
Design Technology		**Structures: Constructing a castle** Learning about the features of a castle, pupils design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets before constructing a stable base.		**Mechanical systems: Pneumatic toys** Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts. Pupil are introduced to thumbnail sketches and exploded diagrams.		**Textiles: Cross-stitch and appliqué** Introduce two new skills to add to the pupils' repertoire: cross stitch and appliqué. Pupils apply their knowledge to the design, decoration and assembly of their own Egyptian collars.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Computing	**Programming A** ***Sequences in music*** I can explain that objects in Scratch have attributes (linked to) I can identify the objects in a Scratch project (sprites, backdrops) I can recognise that commands in Scratch are represented as blocks I can choose a word which describes an on-screen action for my design I can create a program following a design I can identify that each sprite is controlled by the commands I choose I can create a sequence of connected commands I can explain that the objects in my project will respond exactly to the code I can start a program in different ways I can combine sound commands I can explain what a sequence is I can order notes into a sequence I can build a sequence of commands I can decide the actions for each sprite in a program I can make design choices for my artwork	**Programming B** ***Events and actions*** I can choose which keys to use for actions and explain my choices I can explain the relationship between an event and an action I can identify a way to improve a program I can choose a character for my project I can choose a suitable size for a character in a maze I can program movement I can choose blocks to set up my program I can consider the real world when making design choices I can use a programming extension I can build more sequences of commands to make my design work I can choose suitable keys to turn on additional features I can identify additional features (from a given set of blocks) I can match a piece of code to an outcome I can modify a program using a design I can test a program against a given design I can evaluate my project I can implement my design I can make design choices and justify them	**Creating media** ***Stop motion animation*** I can create an effective flip book-style animation I can draw a sequence of pictures I can explain how an animation/flip book works I can create an effective stop frame animation I can explain why little changes are needed for each frame I can predict what an animation will look like I can break down a story into settings, characters and events I can create a storyboard I can describe an animation that is achievable on screen I can evaluate the quality of my animation I can review a sequence of frames to check my work I can use onion skinning to help me make small changes between frame I can evaluate another learner's animation I can explain ways to make my animation better I can improve my animation based on feedback	**Computer systems and networks** ***Connecting computers*** I can explain that digital devices accept inputs I can explain that digital devices produce outputs I can follow a process I can classify input and output devices I can design a digital device I can model a simple process I can explain how I use digital devices for different activities I can recognise similarities between using digital devices and non-digital tools I can suggest differences between using digital devices and non-digital tools I can discuss why we need a network switch I can explain how messages are passed through multiple connections I can recognise different connections I can demonstrate how information can be passed between devices I can explain the role of a switch, server, and wireless access point in a network	**Creating media** ***Desktop publishing*** I can explain the difference between text and images I can identify the advantages and disadvantages of using text and images I can recognise that text and images can communicate messages clearly I can change font style, size, and colours for a given purpose I can edit text I can explain that text can be changed to communicate more clearly I can create a template for a particular purpose I can define the term 'page orientation' I can recognise placeholders and say why they are important I can choose the best locations for my content I can make changes to content after I've added it I can paste text and images to create a magazine cover I can choose a suitable layout for a given purpose I can identify different layouts I can match a layout to a purpose	**Data and information** ***Branching databases*** I can create two groups of objects separated by one attribute I can investigate questions with yes/no answers I can make up a yes/no question about a collection of objects I can arrange objects into a tree structure I can create a group of objects within an existing group I can select an attribute to separate objects I can group objects using my own yes/no questions I can prove my branching database works I can select objects to arrange in a branching database I can create questions and apply them to a tree structure I can select a theme and choose a variety of objects I can use my branching database to answer questions I can compare two branching database structures I can create yes/no questions using given attributes I can explain that questions need to be ordered carefully to split objects into similarly sized groups

	I can identify and name the objects I will need for a project I can implement my algorithm as code I can relate a task description to a design		I can add other media to my animation I can evaluate my final film I can explain why I added other media to my animation	I can recognise that a computer network is made up of a number of devices I can identify how devices in a network are connected with one another I can identify networked devices around me I can identify the benefits of computer networks	I can compare work made on desktop publishing to work created by hand I can identify the uses of desktop publishing in the real world I can say why desktop publishing might be helpful	I can compare two ways of presenting information I can explain what a branching database tells me I can explain what a pictogram tells me
Music	**Music – Hear It, Play It. Exploring Rhythmic Patterns** Explore rhythmic patterns • Identify and play rhythms using body percussion, instruments or other sound makers • Perform call and response songs and compose their own call-and-response (question and answer phrases) • Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem • Sing songs influenced by different musical styles and listen out for simple stylistic features in music • Compose simple rhythmic patterns and represent them using graphic notation	**Music – Hear It, Play It. Exploring Rhythmic Patterns** Explore rhythmic patterns • Identify and play rhythms using body percussion, instruments or other sound makers • Perform call and response songs and compose their own call-and-response (question and answer phrases) • Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem • Sing songs influenced by different musical styles and listen out for simple stylistic features in music • Compose simple rhythmic patterns and represent them using graphic notation	**Painting Pictures with sound** Learn to identify and describe the ingredients (dimensions) that make up music • Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song • Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere • Compose music inspired by stories or settings • Create and organise music with layers of musical sound (texture) and represent them using graphic notations	**Painting Pictures with sounds** Learn to identify and describe the ingredients (dimensions) that make up music • Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song • Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere • Compose music inspired by stories or settings • Create and organise music with layers of musical sound (texture) and represent them using graphic notations	**Sing, Play, Notate** Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group • Learn to represent melodies from songs using dot notation and other graphic representations • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Listen and compare versions of music, understanding the elements that shape a performance • Prepare music for a performance	***Sing, Play Notate*** Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group • Learn to represent melodies from songs using dot notation and other graphic representations • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Listen and compare versions of music, understanding the elements that shape a performance • Prepare music for a performance

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RSE	**Module 1 Created and Loved by God.** Unit 1 – Religious Understanding Get Up! Emotional Wellbeing What am I feeling? What am I looking at? I Am Thankful Life Cycles		**Module 2: Created to Love Others** Unit 1 Religious Understanding Jesus, My Friend. Personal Relationships Friends, Families and Others When things Feel Bad	**Module 2: Created to Love Others** Unit 1 Religious Understanding Jesus, My Friend. Personal Relationships Friends, Families and Others When things Feel Bad	**Module 3: Created to live in Community** Unit 1 Religious Understanding A community of Love What is the church?	**Module 3: Created to live in Community** Unit 1 Religious Understanding A community of Love What is the church?
Physical Education	**Fundamentals** Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.	**Tennis** Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots	**Dance** Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing	**Gymnastics** Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.	**Athletics** Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.	**(OAA) Outdoor & adventurous activities** Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MFL	**All About Me** Ask/answer “What is your name?” and “My name is…” Ask/answer “How are you?” and respond with a range of answers. Count up to 10 or 20 Ask/answer “How old are you?” and “I am x years old…” **Phonics** Understand and apply the key phonics of the language **Christmas/3 kings** Vocabulary and traditions in the target language country.		**All About Me** 12 months and say when your birthday is + numbers up to 31 7 days of the week Weather expressions & the 4 seasons The alphabet in French/Spanish and be able to spell your name 7+ colours **Phonics** Understand and apply the key phonics of the language **Easter** Revision of vocabulary and traditions in the target language country.		**Me and My Family** Names nuclear & extended family members Brothers and sisters questions and answers Own and other’s physical appearance description questions and answers (eyes / hair) **French Bastille Day** *Vocabulary, history and traditions*	

Year 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religion	**People - Domestic Church - Family** Explore: Our family trees Reveal: The family of God in Scripture Respond: Remembering, celebrating and responding to our family trees and the family of God in Scripture. **Called - Baptism/Confirmation - Belonging** Explore: The response to being chosen Reveal: Confirmation: a call to witness Respond: Remembering, celebrating and responding to being chosen and the Sacrament of Confirmation: a call to witness. **Gift - Advent/Christmas - Loving** Explore: The gift of love and friendship Reveal: Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus. Resond: Remembering, celebrating and responding to the gift of love and friendship Advent and Christmas: the Church's seasons of preparing to receive God's gift of love and friendship in Jesus.		**Community - Local Church** Explore: Belonging to a Community Reveal: The life of the local Christian community Respond: Remembering, celebrating and responding to belonging to a community and the life of the local Christian community. **Giving and Receiving - Eucharist - Relating.** Explore: Giving and Receiving everyday Reveal: The Eucharist challenges and enables living and growing in communion Respond: Remembering, celebrating and responding to giving and receiving everyday and that the Eucharist challenges and enables living and growing in communion. **Self Discipline - Lent/Easter - Giving** Explore: Self-discipline is important Reveal: Celebrating growth to new life through self-discipline. Respond: Remembering, celebrating and responding to self discipline is important and celebrating growth to new life through self-discipline.		**New Life - Pentecost - Serving** Explore: How good news brings new life Reveal: The new life of the Easter message is spread through the power of the Holy Spirit. Respond: Remembering, celebrating and responding to good news bringing life and the new life of the Easter message is spread through the power of the Holy Spirit. **Building Bridges - Reconciliation - Inter-relating** Explore: Building bridges of friendship Reveal: The importance of admitting wrong and being reconciled with God and one another. Respond: Remembering, celebrating and responding to building bridges of friendship and the importance of admitting wrong and being reconciled with one another and God. **Universal Church - World** Explore: Ordinary people who do extraordinary things Reveal: Different saints show people what God is like. Respond: Remembering, celebrating and responding to ordinary people who do extraordinary things and different saints who show us what God is like.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Maths	**Number:** *Place Value* I can count in multiples of 6, 7, 9, 25 and 1000 I can find 1000 more or less than a given number I can count backwards through zero to include negative numbers I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) I can order and compare numbers beyond 1000 I can identify, represent and estimate numbers using different representations I can round any number to the nearest 10, 100 or 1000 I can solve number and practical problems that involve all of the above and with increasingly large positive numbers I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **Number:** *Addition and Subtraction* I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate I can estimate and use inverse operations to check answers to a calculation I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Measurement:** *Length and Perimeter* I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters **Number:** *Multiplication and Division* I can recall multiplication and division facts for multiplication tables up to 12 × 12 I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers I can recognise and use factor pairs and commutativity in mental calculations	**Number:** *Multiplication and Division* I can recall multiplication and division facts for multiplication tables up to 12 × 12 I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers I can recognise and use factor pairs and commutativity in mental calculations I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout I can solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Measurement:** *Area* I can find the area of rectilinear shapes by counting squares **Number:** *Fractions* I can recognise and show, using diagrams, families of common equivalent fractions I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number I can add and subtract fractions with the same denominator **Number:** *Decimals* I can recognise and write decimal equivalents of any number of tenths or hundredths I can recognise and write decimal equivalents to ¼, ½, ¾ I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	**Number:** *Decimals* I can recognise and write decimal equivalents of any number of tenths or hundredths I can recognise and write decimal equivalents to ¼, ½, ¾ I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths I can round decimals with one decimal place to the nearest whole number I can compare numbers with the same number of decimal places up to two decimal places I can solve simple measure and money problems involving fractions and decimals to two decimal places. **Measurement:** *Money* I can estimate, compare and calculate different measures, including money in pounds and pence **Measurement:** *Time* I can read, write and convert time between analogue and digital 12- and 24-hour clocks I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Statistics:** *Discrete and Continuous Data* I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Geometry:** *Position and Direction* I can describe positions on a 2-D grid as coordinates in the first quadrant I can describe movements between positions as translations of a given unit to the left/right and up/down I can plot specified points and draw sides to complete a given polygon.

	I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout I can solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	I can round decimals with one decimal place to the nearest whole number I can compare numbers with the same number of decimal places up to two decimal places I can solve simple measure and money problems involving fractions and decimals to two decimal places.	**Geometry:** *Properties of Shape* I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes I can identify acute and obtuse angles and compare and order angles up to two right angles by size I can identify lines of symmetry in 2-D shapes presented in different orientations I can complete a simple symmetric figure with respect to a specific line of symmetry.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English Texts	Black History **Africa is not a Country** by Margy Burns-Knight **'Gorilla' by Anthony Browne** **Poetry** **Windrush Child** by John Agard from Under the Moon and Over the Sea **The One and Only Ivan** by Katherine Applegate	**'Where the Forest Meets the Sea'** by Jeannie Baker **Rainforests in 30 Seconds** by Jen Green **Journey to the River Sea** by Eva Ibbotson	**'Escape From Pompeii'** by Christina Balit **Pompeii: A Roman Girl's Diary** by Sue Reid	**'When the Giant stirred'** by Celia Godkin **Journey to the Centre of the Earth** Usborne Young Reader	**'Blue John'** by Berlie Doherty **Clockwork** by Phillip Pullman or alternative Berlie Doherty novel	**'Leon and the place between'** by Graham Baker-Smith **The Nowhere Emporium** by Ross Mackenzie Poetry **Poetry Pie** by R McGough
Writing	**Outcome:** Non-chronological report / recount **Outcome** Fiction: fantasy story **Greater Depth** Retell the story from dad's viewpoint or include speech	**Outcome** Information board for a rainforest exhibition **Greater Depth** Include an interactive element	**Outcome** Fiction: historical narrative from character's point of view **Greater Depth** Write from the POV of the captain	**Outcome** Fiction: adventure story from POV of the boy **Greater Depth** Write from the POV of the God *Poetry* **Outcome** Write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place. **Greater Depth** Write a similar poem with freedom to change the structure and include feelings vocabulary.	**Outcome** Recount /diary **Greater Depth** Recount /diary from a different POV *Poetry* **Outcome** *Lost-Property Office*' and perform **Greater Depth** Write in couplets or change the setting of the poem eg 'Under the bed' or 'The back of the drawer	**Outcome** Letters Explanation – about cave formation for 2/3 days **Greater Depth** Use explanation with an element of persuasion

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	**Living things and their Habitats** I know how to recognise that living things can be grouped in a variety of ways I know how to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I know how to recognise that environments can change and that this can sometimes pose dangers and have an impact on living things	**Animals, including Humans** I know how to describe the simple functions of the basic parts of the digestive system in humans I know how to identify the different types of teeth in humans and their simple functions I know how to construct and interpret a variety of food chains, identifying producers, predators and prey	**Animals, including Humans** I know how to describe the simple functions of the basic parts of the digestive system in humans I know how to identify the different types of teeth in humans and their simple functions I know how to construct and interpret a variety of food chains, identifying producers, predators and prey	**Electricity** I know how to identify common appliances that run on electricity I know how to 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 I know how to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit I know how to recognise some common conductors and insulators, and associate metals with being good conductors	**Sound** I know how to identify how sounds are made, associating some of them with something vibrating I know how to recognise that vibrations from sounds travel through a medium to the ear I know how to find patterns between the pitch of a sound and features of the object that produced it I know how to find patterns between the volume of a sound and the strength of the vibrations that produced it I know how to recognise that sounds get fainter as the distance from the sound source increases	**States of Matter** I know how to compare and group materials together, according to whether they are solids, liquids or gases I know how to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I know how to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History		**Black History** Malorie Blackman Walter Tull **British History 2: Why did the Romans settle in Britain?** Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.	**British History 3: How hard was it to invade and settle in Britain?** Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.		**British history 4: Were the Vikings raiders, traders or settlers?** Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers	
Geography	**Why are rainforests important to us?** Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally			**Why do people live near volcanoes?** Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes		**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Trips	**Chester Zoo**			**Royal Exchange Theatre- Singaround**	**RHS Bridgewater – Planting for the Planet** **Debdale – Canoeing trip** **Opera House – Theatre trip**	**End of Year Trip**
Art and Design	**Sculpture and 3D: Mega materials** Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.		**Drawing: Power prints** Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.		**Painting and mixed media: Light and dark** Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	
Design Technology		**New* Cooking and nutrition: Adapting a recipe** Work in groups to adapt a simple biscuit recipe, to create a biscuit suited to a chosen target audience. They ensure that their creation comes within a given budget of overheads and ingredients.		**Electrical systems: Torches** Pupils apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria.		**Mechanical systems: Making a slingshot car** Transform lollipop sticks, wheels, dowel and straws into a moving car. Pupils use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Computing	**Programming A** ***Repetition in shapes (MS Logo)*** I can create a code snippet for a given purpose I can explain the effect of changing a value of a command I can program a computer by typing commands I can test my algorithm in a text-based language (Logo) I can use a template to create a design for my program I can write an algorithm to produce a given outcome I can identify everyday tasks that include repetition as part of a sequence, e.g., brushing teeth, dance moves I can identify patterns in a sequence, e.g., 'step 3 times 'means the same as 'step, step, step' I can use a count-controlled loop to produce a given outcome I can choose which values to change in a loop I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program	**Programming B** **Repetition in games** I can list an everyday task as a set of instructions including repetition I can modify a snippet of code to create a given outcome I can predict the outcome of a snippet of code I can choose when to use a count-controlled and an infinite loop I can modify loops to produce a given outcome I can recognise that some programming languages enable more than one process to be run at once I can choose which action will be repeated for each object I can evaluate the effectiveness of the repeated sequences used in my program I can explain what the outcome of the repeated action should be I can explain the effect of my changes I can identify which parts of a loop can be changed I can re-use existing code snippets on new sprites I can develop my own design explaining what my project will do	**Creating Media** **Audio editing** I can identify digital devices that can record sound and play it back I can identify the inputs and outputs required to play audio or record sound I can recognise the range of sounds that can be recorded I can discuss what other people include when recording sound for a podcast I can suggest how to improve my recording I can use a device to record audio and play back sound I can discuss why it is useful to be able to save digital recordings I can plan and write the content for a podcast I can save a digital recording as a file I can discuss ways in which audio recordings can be altered I can edit sections of an audio recording I can open a digital recording from a file I can choose suitable sounds to include in a podcast I can discuss sounds that other people combine I can use editing tools to arrange sections of audio	**Creating Media** ***Photo editing*** I can explain the effect that editing can have on an image I can explore how images can be changed in real life I can identify changes that we can make to an image I can change the composition of an image by selecting parts of it I can consider why someone might want to change the composition of an image I can explain what has changed in an edited image I can choose effects to make my image fit a scenario I can explain why my choices fit a scenario I can talk about changes made to images I can choose appropriate tools to retouch an image I can give examples of positive and negative effects that retouching can have on an image I can identify how an image has been retouched I can combine parts of images to create new images I can sort images into 'fake 'or 'real 'and explain my choices	**Computer systems and networks** ***The internet*** I can demonstrate how information is shared across the internet I can describe the internet as a network of networks I can discuss why a network needs protecting I can describe the different networked devices and how they connect I can explain how the internet allows us to view the World Wide Web I can recognise that the World Wide Web is the part of the internet that contains websites and web pages I can describe how to access websites on the WWW I can describe where websites are stored when uploaded to the WWW I can explain the types of media that can be shared on the World Wide Web (WWW) I can create media which can be found on websites I can explain that new content can be created online I can recognise that I can add content to the WWW	**Data and information** ***Data logging*** I can choose a data set to answer a given question I can identify data that can be gathered over time I can suggest questions that can be answered using a given data set I can explain that sensors are input devices I can identify that data from sensors can be recorded I can use data from a sensor to answer a given question I can identify a suitable place to collect data I can identify the intervals used to collect data I can talk about the data that I have captured I can import a data set I can use a computer program to sort data I can use a computer to view data in different ways I can plan how to collect data using a data logger I can propose a question that can be answered using logged data I can use a data logger to collect data I can draw conclusions from the data that I have collected

	I can explain that a computer can repeatedly call a procedure I can identify ‘chunks ’of actions in the real world I can use a procedure in a program I can design a program that includes count-controlled loops I can develop my program by debugging it I can make use of my design to write a program containing a count-controlled loop I can explain that a computer can repeatedly call a procedure I can identify ‘chunks ’of actions in the real world I can use a procedure in a program	I can evaluate the use of repetition in a project I can select key parts of a given project to use in my own design I can build a program that follows my design I can evaluate the steps I followed when building my project I can refine the algorithm in my design	I can discuss the features of a digital recording I like I can explain that digital recordings need to be exported to share them I can suggest improvements to a digital recording	I can talk about fake images around me I can compare the original image with my completed publication I can consider the effect of adding other elements to my work I can evaluate the impact of my publication on others through feedback	I can explain that there are rules to protect content I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that not everything on the World Wide Web is true. I can explain why I need to think carefully before I share or reshare content I can explain why some information I find online may not be honest, accurate, or legal	I can explain the benefits of using a data logger I can interpret data that has been collected using a data logger

	AUTUMN 1		AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Music	Playing with Rhythm – Playing together and Rhythmic Structures	Black History Month (A celebration Of Black History Month) *Rhythm & Blues, Reggae, Jazz, Grime*	Playing with Rhythm – Playing together and Rhythmic Structures Develop ensemble skills, learning to perform together rhythmically • Follow and lead musical instructions • Develop their knowledge of rhythmic notations • Play from range of rhythmic notations, performing as a class and in small groups • Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) • Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs	*Musical Contrasts* Explore instrumental timbres, learning how instruments can be grouped and classified in different ways • Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) • Identify changes in tonality and develop recognition of major and minor chords through simple listening games • Follow and lead performance directions, controlling instruments and voices • Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics • Compose music in a given structure such as AB or Rondo form or by exploring musical motifs	*Musical Contrasts* Explore instrumental timbres, learning how instruments can be grouped and classified in different ways • Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) • Identify changes in tonality and develop recognition of major and minor chords through simple listening games • Follow and lead performance directions, controlling instruments and voices • Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics • Compose music in a given structure such as AB or Rondo form or by exploring musical motifs	Melody Builders – Exploring Melody and Song Learn to describe and internalize pitch and use their 'thinking voice' • Develop improvisation skills, creating melodies using a small note range • Compose melodies and record using graphic and letter notation • Explore and recognize the structure of songs and music • Compose lyrics and create simple musical arrangements • Plan a class performance	**Melody Builders – Exploring Melody and Song** Learn to describe and internalize pitch and use their 'thinking voice' • Develop improvisation skills, creating melodies using a small note range • Compose melodies and record using graphic and letter notation • Explore and recognize the structure of songs and music • Compose lyrics and create simple musical arrangements • Plan a class performance

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RSE	Module 1 – Created and Loved by God Unit 1 Get Up! Unit 2 Me, my body, my health We don't have to be the same Respecting Our Bodies What is Puberty Changing Bodies Discussion Groups	Module 1 – Created and Loved by God Unit 1 Get Up! Unit 2 Me, my body, my health We don't have to be the same Respecting Our Bodies What is Puberty Changing Bodies Discussion Groups	Module 2 Created to Love others Unit 1 Jesus, My friend Unit 3 Keeping Safe Sharing Online Chatting Online Safe in My Body	Module 2 Created to Love others Unit 1 Jesus, My friend Unit 3 Keeping Safe Sharing Online Chatting Online Safe in My Body	Module 2 Created to Love others Unit 3 Keeping Safe Drugs, Alcohol and Tobacco Firs Aid Heroes Module 3 Created to Live in Community Unit 2 Living in the wider world How Do I Love Others?	Module 2 Created to Love others Unit 3 Keeping Safe Drugs, Alcohol and Tobacco Firs Aid Heroes Module 3 Created to Live in Community Unit 2 Living in the wider world How Do I Love Others?
Physical Education	**Swimming & water safety:** Throughout Year 4, pupils are provided with swimming instruction, attending Moss Side Swimming baths on a weekly basis. During this programme, pupils are taught to: • swim competently, confidently & proficiently over a distance of at least 25 metres. • use a range of strokes effectively (For example, front crawl, backstroke & breast stroke). • perform safe self-rescue in different water-based situations. safely.					
	Swimming Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.	**Swimming** Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.	**Swimming** **Dance** Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently	**Swimming** **Gymnastics** Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps	**Swimming** **OAA** Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others	**Swimming** **Athletics** Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MFL	All About Me Asking someone for clarification Personal questions & answers Personal information in a short conversation / written piece Body Parts of the body Instructions about actions Simple adjectives (agreement & position) Explaining that a part of the body hurts Clothes and Weather Question about the weather & be able to respond correctly Revision of the 4 seasons 'I am wearing' + items of clothing Sentences about the weather & clothes Christmas/3 Kings Revision of vocabulary and traditions in the target language country.		School School subjects and *express likes/dislikes* *School timetables & s*chool items *School routine and differences with France/Spain* Places around a school. Pets Names of pets *Expression of likes/dislikes* Questions about pets Simple adjectives to describe animals (agreement & position) Easter Revision of vocabulary and traditions in the target language country.		Days Out Vocab related to activities & express preferences Action verb infinitives and 1st person singular conjugation Present tense conjugation of to go & to see Summer Holidays Key holiday items vocabulary Location & weather vocabulary Conjugation of the verb to go 1st person singular phrases for activities Food ordering in a café	

Year 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religion	**Ourselves - Domestic Church –** Family Explore: A deepening awareness of Who I am Reveal: Ourselves as made in the image and likeness of God. Respond: Remembering, celebrating and responding to a deepening awareness of 'Who I am' and ourselves as made in the images and likeness of God. **Life Choices - Baptism/Confirmation –** Belonging Explore: Showing care and commitment Reveal: The call to life and love within the community, marriage Respond: Remembering, celebrating and responding to showing care and commitment and the call to life and love within the community; marriage. **Hope - Advent/Christmas –** Giving Explore: Waiting hopefully Reveal: Advent is the church's season of waiting in joyful hope for the coming of Jesus, the Promised One, at Christmas and at the end of time. Respond: Remembering, celebrating and responding to gifts of love and friendship in life and that Advent is the church's season of waiting in joyful hope for the coming of Jesus, the promised one, at Christmas and at the end of time.		**Mission - Local Church –** Community Explore: The mission of Inspirational leaders Reveal: Dioceses continue the work and mission of Jesus including ecumenism Respond: Remembering, celebrating and responding to the mission of inspirational leaders and diocese which continue the work and mission of Jesus including ecumenism. **Memorial Sacrifice – Eucharist -** Relating Explore: How memories are kept alive. Reveal: The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way. Respond: Remembering, celebrating and responding to how memories are kept alive. The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way. **Sacrifice – Lent/Easter -** Giving Explore: Giving or refusing to give, appreciating the cost of giving. Reveal: Lent: a time of giving in preparation for the celebration of the sacrifice of Jesus. Respond: Remembering, celebrating and responding to giving and refusing to give and appreciating the cost of giving and Lent as a time of giving in preparation for the celebration of the sacrifice of Jesus.	**Transformation - Pentecost –** Serving Explore: Transforming energy. Reveal: Pentecost, the celebration of the Spirit's transforming power Respond: Remembering, celebrating and responding to transforming energy and that Pentecost is the celebration of the Spirit's transforming power. **Freedom and Responsibility - Reconciliation –** Inter- relating Explore: Freedom involves responsibility Reveal: God's rule for living freely and responsibly - the Commandments. Respond: Remembering, celebrating and responding to the understanding that freedom involves responsibility and God's rules for living freely and responsibly - The Commandments. **Universal Church - World** Explore: Caring for the Earth Reveal: The Church is called to stewardship of Creation Respond: Remembering, celebrating and responding to caring for the earth and that the Church is called to stewardship of Creation.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Maths	**Number:** *Place Value* I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100000 I can solve number problems and practical problems that involve all of the above I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number:** *Addition and Subtraction* I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) I can add and subtract numbers mentally with increasingly large numbers I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Statistics:** *Read and interpret data* **Number:** *Multiplication and Division* I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers I can establish whether a number up to 100 is prime and recall prime numbers up to 19 I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers I can multiply and divide numbers mentally drawing upon known facts	**Number:** *Multiplication and Division* I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers I can establish whether a number up to 100 is prime and recall prime numbers up to 19 I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers I can multiply and divide numbers mentally drawing upon known facts I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal's sign **Number:** *Fractions* I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. I can compare and order fractions whose denominators are all multiples of the same number I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number I can add and subtract fractions with the same denominator and denominators that are multiples of the same number	**Number:** *Decimals* I can read and write decimal numbers as fractions [for example, 0.71 = 71/100] I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents I can round decimals with two decimal places to the nearest whole number and to one decimal place I can read, write, order and compare numbers with up to three decimal places I can solve problems involving number up to three decimal places **Geometry:** *Properties of Shape* I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations I can know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles I can draw given angles, and measure them in degrees (o) I can identify: - angles at a point and one whole turn (total 360o) - angles at a point on a straight line and ½ turn (total 180o) - other multiples of 90o I can use the properties of rectangles to deduce related facts and find missing lengths and angles I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Geometry:** *Position and Direction* I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Measurement:** *Converting Units* I can convert between different units of metric measure (for example, kilometer and meter; centimeter and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints	

	I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal's sign I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Measurement:** *Perimeter and Area* I can measure and calculate the perimeter of composite rectilinear shapes in centimeters and meters I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimeters (cm2) and square meters (m2) and estimate the area of irregular shapes	I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams **Number:** *Decimals and Percentages* I can read and write decimal numbers as fractions [for example, 0.71 = 71/100] I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents I can round decimals with two decimal places to the nearest whole number and to one decimal place I can read, write, order and compare numbers with up to three decimal places I can solve problems involving number up to three decimal places I can recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal I can solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.	**Measurement:** *Volume* I can estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English Texts	Queen of the Falls By Chris Van Allsburg Goodnight Stories for Rebel Girls By Elena Favilli Muhammed Ali: Little, Big Dreams: 21 by Isabel Sanchez Vegara	The Lost Happy Endings by Carol Ann Duffy Poetry Jinnie Ghost by B Doherty Poems available online: Silver by Walter De La Mare She walks in Beauty By Lord Byron	Arthur and the Golden Rope by Joe Todd Stanton Myths of the Norsemen by Roger Lancelyn Green	The Darkest Dark by Frank Cottrell Boyce	The Paperbag Prince by Colin Thompson	The Hunter by Paul Geraghty
Writing	**Outcome** **Write a magazine article** to celebrate 'Black Heroes' and raise awareness about some of the issues around racial discrimination. **Outcome** **Recount**: series of diaries Greater Depth Series of diaries with viewpoint of other characters	**Outcome** **Fiction:** traditional tale Greater Depth Traditional tale from another character's POV **PoetryOutcome** Write their own poem in the style of Berlie Doherty using a range of techniques (metaphors, noun phrases and a refrain). Greater Depth Write your own poem selecting your own form and structure.	**Outcome** **Fiction:** myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told	**Outcome** **Recount:** biography Greater Depth A first-person recount with an experience from the person's life within the biography **Poetry Outcome** Write a free verse poem describing the wonder of the world using metaphor. Greater Depth Choose the form of the poem and apply other poetry techniques that have been experimented with	**Outcome** **Persuasion/information** **Hybrid leaflet** Greater Depth Write an oral presentation for a TV or online broadcast as expert	**Outcome** **Fiction**: journey story Greater Depth Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	**Living things and their habitats** I know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I know how to describe the life process of reproduction in some plants and animals	**Animals including Humans** I know how to describe the changes as humans develop to old age	**Forces** I know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I know how to identify the effects of air resistance, water resistance and friction, that act between moving surfaces I know how to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect I know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I know how to describe the life process of reproduction in some plants and animals	**Earth and Space** I know how to describe the movement of the Earth, and other planets, relative to the Sun in the solar system I know how to describe the movement of the Moon relative to the Earth I know how to describe the Sun, Earth and Moon as approximately spherical bodies I know how to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky I know that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). I know that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).	**Properties and changes of materials** I know how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I know how to recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I know how to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I know how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic I know how to demonstrate that dissolving, mixing and changes of state are reversible changes I know how to explain that some changes	**Properties and changes of materials** I know how to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I know how to recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I know how to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I know how to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic I know how to demonstrate that dissolving, mixing and changes of state are reversible changes I know how to explain that some changes

					result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History		**Black History** Overview - Role models **How did the Maya civilisation compare to the Anglo-Saxons?** Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.	**British history 5: What was life like in Tudor England?** Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.			**What did the Greeks ever do for us?** Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.
Geography	**Why do oceans matter?** Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment			**Why does population change?** Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.	**What is life like in the Alps?** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Trips	Chester Zoo		Science RHS Bridgewater – Investigating plants	Science Jodrell Bank - Space	Fire Training Centre – What to do in an emergency Opera House – Theatre trip Debdale – Canoeing experience	PGL – Residential trip End of Year Trip
Art and Design		Painting and mixed media: Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.		Drawing: I need space Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	Sculpture and 3D: Interactive installation Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	
Design Technology	Cooking and Nutrition: Developing a recipe Research and modify a traditional bolognese sauce recipe to improve the nutritional value. Cook improved version and create packaging that fits design criteria. Learn about where beef comes from.		Textiles: Stuffed toys Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.			Mechanical systems: Pop-up book Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Computing	**Programming B** ***Selection in quizzes*** I can identify conditions in a program I can modify a condition in a program I can recall how conditions are used in selection I can create a program with different outcomes using selection I can identify the condition and outcomes in an if..then… else statement I can use selection in an infinite loop to check a condition I can design the flow of a program which contains 'if… then… else…' I can explain that program flow can branch according to a condition I can show that a condition can direct program flow in one of two ways I can identify the outcome of user input in an algorithm I can outline a given task I can use a design format to outline my project I can implement my algorithm to create the first section of my program I can share my program with others I can test my program	**Computer systems and networks** **Sharing information** I can describe that a computer system features inputs, processes, and outputs I can explain that computer systems communicate with other devices I can explain that systems are built using a number of parts I can explain the benefits of a given computer system I can identify tasks that are managed by computer systems I can identify the human elements of a computer system I can explain that data is transferred over networks in packets I can explain that networked digital devices have unique addresses I can recognise that data is transferred using agreed methods I can explain that the internet allows different media to be shared I can recognise that connected digital devices can allow us to access shared files	**Creating media** ***Video editing*** I can explain that a video can include both visual and audio media I can explain the benefits of adding audio to a video I can plan a video project using a storyboard I can choose the most suitable digital device for recording my project I can identify and name digital devices that can record video and sound I can locate and identify the working features of a digital device that can record video I can demonstrate suitable methods of using a digital device to capture my video I can demonstrate the safe use and handling of devices I can select a suitable device and software to capture my video I can explain why lighting and angle are important in creating an effective video I can list some of the features of an effective video I can record a video that demonstrates some of the features of an effective video I can explain how to improve a video by reshooting and editing	**Creating Media** ***Web design*** I can discuss the different types of media used on websites I can explore a website I know that websites are written in HTML I can draw a web page layout that suits my purpose I can recognise the common features of a web page I can suggest media to include on my page I can describe what is meant by the term 'fair use' I can find copyright-free images I can say why I should use copyright-free images I can add content to my own web page I can evaluate what my web page looks like on different devices and suggest/make edits. I can preview what my web page looks like I can describe why navigation paths are useful I can explain what a navigation path is I can make multiple web pages and link them using hyperlinks I can create hyperlinks to link to other people's work I can evaluate the user experience of a website	**Data and information** ***Flat file databases*** I can create multiple questions about the same field I can explain how information can be recorded I can order, sort, and group my data cards I can choose which field to sort data by to answer a given question I can explain what a 'field' and a 'record' is in a database I can navigate a flat-file database to compare different views of information I can combine grouping and sorting to answer more specific questions I can explain how information can be grouped I can group information to answer questions I can choose multiple criteria to answer a given question I can choose which field and value are required to answer a given question I can outline how 'AND' and 'OR' can be used to refine data selection I can explain the benefits of using a computer to create graphs I can refine a chart by selecting a particular filter	**Creating media** ***Vector drawing*** I can discuss how a vector drawing is different from paper-based drawings I can identify the main drawing tools I can recognise that vector drawings are made using shapes I can explain that each element added to a vector drawing is an object I can identify the shapes used to make a vector drawing I can move, resize, and rotate objects I have duplicated I can explain how alignment grids and resize handles can be used to improve consistency I can modify objects to create different effects I can use the zoom tool to help me add detail to my drawings I can change the order of layers in a vector drawing I can identify that each added object creates a new layer in the drawing I can identify which objects are in the front layer or in the back layer of a drawing I can copy part of a drawing by duplicating several objects

	I can extend my program further I can identify ways the program could be improved I can identify what setup code my project needs	stored online I can send information over the internet in different ways I can compare working online with working offline I can make thoughtful suggestions on my group's work I can suggest strategies to ensure successful group work I can explain how the internet enables effective collaboration I can identify different ways of working together online I can recognise that working together on the internet can be public or private	I can select the correct tools to make edits to my video I can store, retrieve, and export my recording to a computer I can evaluate my video and share my opinions I can make edits to my video and improve the final outcome I can recognise that my choices when making a video will impact on the quality of the final outcome	I can explain the implication of linking to content owned by others	I can select an appropriate chart to visually compare data I can ask questions that will need more than one field to answer I can present my findings to a group I can refine a search in a real-world context	I can group to create a single object I can reuse a group of objects to further develop my vector drawing I can apply what I have learned about vector drawings I can suggest improvements to a vector drawing I create alternatives to vector drawings

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Music	**Rhythm Builders – Exploring Rhythmic Layers** Develop their understanding of rhythm and rhythmic notation. • Explore time signatures, learning to feel the difference between three and four beats in a bar. • Listen to a range of music, exploring folk traditions such as Morris and Basque Dance • Learn to play rhythms expressively, selecting suitable timbre and dynamics • Develop ensemble skills • Learn how composers create interesting textures by combining layers of musical sound • Perform songs and accompany them with polyrhythmic texture • Represent multilayered textures using informal notation such as rhythm grids	**Rhythm Builders – Exploring Rhythmic Layers** Develop their understanding of rhythm and rhythmic notation. • Explore time signatures, learning to feel the difference between three and four beats in a bar. • Listen to a range of music, exploring folk traditions such as Morris and Basque Dance Learn to play rhythms expressively, selecting suitable timbre and dynamics • Develop ensemble skills Learn how composers create interesting textures by combining layers of musical sound • Perform songs and accompany them with polyrhythmic texture • Represent multilayered textures using informal notation such as rhythm grids	**Music and Words** Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary • Explore creative listening activities, learning to represent expressive features in music in a graphic score • Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style • Learn how improvisations has been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong. • Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere	**Music and words** Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary • Explore creative listening activities, learning to represent expressive features in music in a graphic score • Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style • Learn how improvisations has been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong. • Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere	**Song Ingredients – Exploring Melody, Harmony and Lyrics** Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics! • Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog • Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present • Develop their understanding of intervals, scales and chords	**Song Ingredients – Exploring Melody, Harmony and Llyrics** Learn to notate pitches using staff and letter notation • Play together as an ensemble and accompany song melodies using chords, drones or basslines • Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. • With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RHSE	**Module One:** Unit 1 Calming the storm Unit 2 Me, My Body, My Health Gifts and Talents Girls' Bodies Boys' Bodies Spots and Sleep		**Module One:** Unit 3 My Body, Emotional Wellbeing Body Image Peculiar Feelings Emotional Changes Seeing Stuff online		**Module Three:** Unit 1 The Trinity Catholic Social Teaching Unit 2 Living in the wider world Reaching Out	
Physical Education	**Dodgeball** Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure **Football** Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	**Dance** Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency. **Gymnastics** Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances.	**Fitness** Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time	**Badminton** Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court	**OAA** Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success	**Athletics** Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.

		Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.				
MFL	**Universe part 1** Where I live (in the context of the Universe) Names of planets and their simple characteristics Superlatives to describe some planets **Autumn** Revision of colours, months and seasons Autumn vocabulary **Universe part 2** Different habitats and their climates Endangered animals & habitats Understanding of environmental issues Recycling & recyclable materials Ways we can help the environment **Day of the Dead** Vocabulary and information about the tradition **Christmas/3 Kings** Revision of vocabulary and traditions in the target language country.		**Winter** Vocabulary about the seasons Revision of feelings, months and weather expressions Winter animals vocabulary A poem **Food** Food items and expressions of preference Simple questions about food Questions & answers about ordering food **Easter** Revision of vocabulary and traditions in the target language country.		**Sports** Sports vocabulary Verbs for to do / play - in negative & positive Expressions of preferences (& reason why) Day and frequency of playing/doing sport or activity La Vuelta / Tour de France **About the town** What type of area you live in – town / village / country/seaside Who you live with Questions & answers about the method of transport people take to school Typical shops / leisure facilities / landmarks around a town	

Year 6	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religion	**Loving -** *Domestic Church - Family Vocation and Commitment* Explore: The love and care of people Reveal: God's love is unconditional and never ending. Respond: Remembering, celebrating, and responding to the love and care of people around them and that God's love is unconditional and never ending. **Baptism/Confirmation –** *Belonging* Explore: Commitment in life Reveal: The vocation to the priesthood and religious life Respond: Remembering, celebrating and responding to commitment in life and the vocation of priesthood and religious life. **Expectations -** *Advent/Christmas – Belonging* Explore: The meaning of expectation Reveal: Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus. Respond: Remembering, celebrating and responding to the experience of the meaning of expectation and Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus.		**Sources -** *Local Church – Community* Explore: A wide variety of books and the purpose for which they were written. Reveal: The Bible as the story of God's love, told by the people of God. Respond: Remembering, celebrating and responding to the experience of a wide variety of books and the purpose for which they were written and the Bible as the story of God's love told by the People of God. **Unity -** *Eucharist – Relating* Explore: What nourishes and what spoils friendship and unity. Reveal: The Eucharist challenges and enables the Christian family to live and grow in communion every day. Respond: Remembering, celebrating and responding to the experience of what nourishes and what spoils friendship and unity and that the Eucharist challenges and enables the Christian family to live and grow in communion every day. **Death and New Life -** *Lent/Easter – Giving* Explore: Loss and death bring about change for people. Reveal: The Church's seasons of Lent, Holy Week and Easter, the suffering,death and resurrection of Jesus led to new life. Respond: Remembering, celebrating and responding to loss and death which brings about change for people and the Church's seasons of Lent, Holy Week and Easter; the suffering,death and resurrection of Jesus led to new life.		**Witnesses -** *Pentecost – Serving* Explore: The courage to be a witness Reveal: The Holy Spirit enables people to witness the Easter message. Respond: Remembering, celebrating and responding to the courage to be a witness and Pentecost: The Holy Spirit enables people to witness the Easter message. **Healing -** *Reconciliation - Inter-relating* Explore: When people become sick or need care Reveal: The Sacrament of the Anointing of the Sick. Respond: Remembering, celebrating and responding to the experience of when people become sick and have need of care and the Sacrament of the Anointing of the Sick. **Universal Church –** *World* Explore: Justice for the good of all Reveal: The work which Christians do for the common good of all. Respond: Remembering, celebrating and responding to the experience of justice for the good of all and the work of Christians for the common good of all.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Maths	**Number:** *Place Value* I can read, write, order and compare numbers up to 10,000,000. I can determine the value of each digit in numbers up to 10,000,000. I can round any whole number to a required degree of accuracy. I can use negative numbers in context, and calculate intervals across zero. I can solve number problems and practical problems with the above. I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. **Number:** *Using the 4 Operations* I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why I can identify common factors, common multiples and prime numbers. I can perform mental calculations, including with mixed operations and large numbers. I can multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication. I can divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. I can divide numbers up to 4 digits by a 2-digit number using the formal written method of short division where appropriate. I can solve problems involving addition, subtraction, multiplication and division. I can use my knowledge of the order of operations to carry out calculations involving the four operations. **Number:** *Fractions* I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.		**Number:** *Decimals* I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places. I can multiply 1-digit numbers with up to 2 decimal places by whole numbers. I can use written division methods in cases where the answer has up to 2 decimal places. I can solve problems which require answers to be rounded to specified degrees of accuracy. **Number:** *Percentages* I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts **Number:** *Algebra* I can express missing number problems algebraically. I can use a simple formula. I can generate and describe linear number sequences. I can find pairs of numbers that satisfy an equation with two unknowns. I can enumerate possibilities of combinations of two variables. **Measurement:** *Converting Units* I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to 3 decimal places. I can convert between miles and kilometres. I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. **Measurement:** *Perimeter, Area and Volume* I recognise that shapes with the same areas can have different perimeters and vice versa. I can calculate the area of parallelograms and triangles.		**Geometry:** *Properties of Shape* I can compare and classify geometric shapes based on the properties and sizes. I can describe simple 3D shapes I can draw 2D shapes given dimensions and angles. I recognise and build simple 3D shapes, including making nets. I can find unknown angles in any triangles, quadrilaterals and regular polygons. I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. I can illustrate and name parts of circles, including radius, diameter and circumference. I know the diameter is twice the radius. **SATs Revision** **Investigations** **KS3 Preparations**

	I can compare and order fractions, including fractions >1. I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions I can multiply simple pairs of proper fractions, writing the answer in the simplest form. I can divide proper fractions by whole numbers. I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction. **Geometry:** *Position and Direction* I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. I can describe positions on the full coordinate grid (all four quadrants).	I recognise when it is possible to use the formulae for the area of shapes. I can calculate, estimate and compare the volume of cubes and cuboids, using standard units. I recognise when it is possible to use the formulae for the volume of shapes. **Number:** *Ratio* I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts. I can solve problems involving the calculation of percentages and the use of percentage comparisons. I can solve problems involving similar shapes where the scale factor is known or can be found. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples **Statistics:** *Pie Charts, Line Graphs and Mean* I can interpret and construct pie charts and line graphs and use these to solve problems I can calculate and interpret the mean as an average.	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Readings	**STAR of FEAR STAR of HOPE By Jo Hoestlandt**	**Can we save the tiger**	**THE SELFISH GIANT By Oscar Wilde**	**JEMMY BUTTON By Jennifer Uman and Valerio Vidali**	**MANFISH By Lawrey St John**	**Sky Chasers**
Writing	**Discussion** **Retell** Writing outcome: To write a story with a flashback from another character's point of view Greater depth writing outcome: To write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account	**Information Text and** **Diary** Writing outcome: To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity. Greater depth writing outcome: To write a poem in a chosen form about an endangered mammal, contrasting the creature in its natural habitat and in captivity.	**Classic Fiction** **Explanation** Writing outcome: To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view Greater depth writing outcome: To write a version from the special tree's perspective	**Journalistic** **Discussion Text** Writing outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries Greater depth writing outcome: To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information	**Biography** Writing outcome: To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text Greater depth writing outcome: To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate	**Narrative Autobiography** Writing outcome: To write the next chapter of Sky Chasers in the style of the author from two different viewpoints Greater depth writing outcome: To write from three different viewpoints

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	**Living things and their Habitats** I know how to 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 I know how to give reasons for classifying plants and animals based on specific characteristics	**Living things and their Habitats** I know how to 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 I know how to give reasons for classifying plants and animals based on specific characteristics	**Animals, including Humans** I know how to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I know how to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I know how to describe the ways in which nutrients and water are transported within animals, including humans	**Evolution and Inheritance** I know how to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago I know how to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I know how to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**Electricity** I know how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I know how to 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 I know how to use recognised symbols when representing a simple circuit in a diagram	**Light** I know how to recognise that light appears to travel in straight lines I know how to 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 I know how to explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes I know how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History	**What was the impact of World War 2 on the people of Britain?** Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.	**Black History** Jesse Owens Harriet Tubman Stormzy **What does the census tell us about our local area?** Investigating local history during the Victorian period, children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family		**Transition Unit** **Unheard Histories – Who should feature on the £10 bank note?** Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.		
Geography			***Would you like to live in the desert?*** Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.		***Where does our energy come from?*** Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds	***Can I carry out an independent fieldwork enquiry?*** Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Trips	**Chester Zoo** **IWM North – WWII and meet the veterans**	**Crucial Crew**	**RHS Bridgewater – Investigating Plants**	**Lowry Theatre – Theatre trip**	**Fire Training Centre – What to do in an emergency** **Debdale – Canoeing experience**	**Ghyll Head – residential** **End of Year Trip**
Art and Design			**Drawing – Make my voice heard** On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.	**Painting and mixed media – Artist study** Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.		**Sculpture and 3D: Making Memories** Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
Design Technology	**Mechanisms - *Automata Toys*** Use woodworking skills, pupils construct an automata; measuring and cutting their materials, assembling the frame, choosing cams and designing the characters that sit on the followers to form an interactive shop display	**Cooking and Nutrition - Come Dine with Me** Research and prepare a three-course meal and taste-test and score their food. Research the journey of their main ingredient from 'farm to fork' and write a favourite recipe			**Textiles – Design and make a memory cushion from our school uniform** Select fabrics, use templates, pin, decorate and stitch materials together to create a cushion for a person or purpose of their choosing. Create or use a pattern template.	

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Computing	**Programming A Selection and Variables in games** *(Scratch)* I can explain that the way that a variable change can be defined I can identify examples of information that is variable I can identify that variable can hold numbers or letters I can explain that a variable has a name and a value I can identify a program variable as a placeholder in memory for a single value I can recognise that the value of a variable can be changed I can decide where in a program to change a variable I can make use of an event in a program to set a variable I can recognise that the value of a variable can be used by a program I can choose the artwork for my project I can create algorithms for my project I can explain my design choices I can choose a name that identifies the role of a variable I can create the artwork for my project	**Creating media** ***3D modelling (Tinkercad)*** I can discuss the similarities and differences between 2D and 3D shapes I can explain why we might represent 3D objects on a computer I can select, move, and delete a digital 3D shape I can change the colour of a 3D object I can identify how graphical objects can be modified I can resize a 3D object I can position 3D objects in relation to each other I can rotate a 3D object I can select and duplicate multiple 3D objects I can create digital 3D objects of an appropriate size I can group a digital 3D shape and a placeholder to create a hole in an object I can identify the 3D shapes needed to create a model of a real-world object I can choose which 3D objects I need to construct my model I can modify multiple 3D objects I can plan my 3D model I can decide how my model can be improved	**Programming B Sensing (*Micro Bits*)** I can apply my knowledge of programming to a new environment I can test my program on an emulator I can transfer my program to a controllable device I can determine the flow of a program using selection I can identify examples of conditions in the real world I can use a variable in an if… then… else… statement to select the flow of a program I can experiment with different physical inputs I can explain that if you read a variable, the value remains I can use a condition to change a variable I can explain the importance of the order of conditions in else if statements I can modify a program to achieve a different outcome I can use an operand (e.g., <>=) in an if… then… statement I can decide what variables to include in a project I can design the algorithm for my project	**Computing Systems and Networks** ***(Communication)*** I can compare results from different search engines I can complete a web search to find specific information I can refine my search I can explain why we need tools to find things online I can recognise the role of web crawlers in creating an index I can relate a search term to the search engine's index I can explain that a search engine follows rules to rank relevant pages I can explain that search results are ordered I can suggest some of the criteria that a search engine checks to decide on the order of results I can describe some of the ways that search results can be influenced I can explain how search engines make money I can recognise some of the limitations of search engines I can choose methods of communication to suit particular purposes	**Data and information** ***(Spreadsheets)*** I can answer questions from an existing data set I can ask simple relevant questions which can be answered using data I can explain the relevance of data headings I can apply an appropriate number format to a cell I can build a data set in a spreadsheet application I can explain what an item of data is I can construct a formula in a spreadsheet I can explain the relevance of a cell's data type I can identify that changing inputs changes outputs I can apply a formula to multiple cells by duplicating it I can create a formula which includes a range of cells I can recognise that data can be calculated using different operations I can apply a formula to calculate the data I need to answer questions I can explain why data should be organised	**Creating media** ***(Video editing)*** I can explain that a video can include both visual and audio media I can explain the benefits of adding audio to a video I can plan a video project using a storyboard I can choose the most suitable digital device for recording my project I can identify and name digital devices that can record video and sound I can locate and identify the working features of a digital device that can record video I can demonstrate suitable methods of using a digital device to capture my video I can demonstrate the safe use and handling of devices I can select a suitable device and software to capture my video I can explain why lighting and angle are important in creating an effective video I can list some of the features of an effective video I can record a video that demonstrates some of the features of an effective video I can explain how to improve a video by reshooting and editing I can select the correct tools to make edits to my video

	I can test the code that I have written I can extend my game further using more variables I can identify ways that my game could be improved I can share my game with others	I can evaluate my model against a given criterion I can modify my model to improve it	I can design the program flow for my project I can create a program based on my design I can test my program against my design I can use a range of approaches to find and fix bugs	I can explain the different ways in which people communicate I can identify that there are a variety of ways of communicating over the internet I can compare different methods of communicating on the internet I can decide when I should and should not share I can explain that communication on the internet may not be private	I can use a spreadsheet to answer questions I can produce a graph I can suggest when to use a table or graph I can use a graph to show the answer to questions	I can store, retrieve, and export my recording to a computer I can evaluate my video and share my opinions I can make edits to my video and improve the final outcome I can recognise that my choices when making a video will impact on the quality of the final outcome

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Music	**We've Got Rhythm - Rhythmic Devices and Structure** Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. • Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. • Listen to rhythms from around the world	**We've Got Rhythm - Rhythmic Devices and Structure** Learn to play polyrhythms and create different polyrhythmic textures. • Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, Fiesta!	**Musical Effects and Mood** Get creative with vocal and instrumental sounds, developing improvisation skills • Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. • Learn about intervals through simple tuned percussion activities • Explore how consonant and dissonant sounds in harmony can create moods and atmosphere • Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams	**Musical Effects and Mood** Learn about key features of musical theatre, identifying the role of actors, musicians, and audience! • Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement. • Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notations.	**Celebrating Songs** Develop their knowledge of song ingredients. • Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. • Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. • Compose and notate simple melodies inspired by Ring Out The Bells and London Bells	**Celebrating Songs** Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs • Listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. • Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare

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RHSE		**Module One Me, My Body, Life Cycles** Unit 4 **Making Babies** **Menstaration**	**Module Two** **Unit 1** **Is God Calling You?** Unit 2 Personal Relationships Under Pressure Do You Want a Piece of Cake? Self-Talk	**Module Two** **Keeping Safe** **Sharing isn't always caring** **Cyberbullying**	**Module Two** **Keeping Safe** **Types of Abuse** **Making Good Choices**	**Module Three Living In The Wider World** **The Trinity** **Reaching Out=**
Physical Education	**Rounders** Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure	**Dance** Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.	**Gymnastics** Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively	**Hockey** Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.	**Athletics** Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put **Invasion Conditioned Games** Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or	**OAA (Outdoor and Adventurous Activities)** Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary. **Athletics** Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put

					defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.	
	Daily routine All numbers 1-50 + 60,70, 80, 90 & 100 The different parts of the day & related greetings Question & answers about the time		**House & home** Key vocabulary for types of homes, rooms & place names in the house. Question and answers for 'where is?' & 'in' a room. Key vocabulary for objects / furniture.		**Careers** Different sectors and places of work *Questions & answers about future careers* *Key vocabulary about jobs across different sectors*	
MFL	Different meals and greetings throughout the day' **Christmas** Revision of Christmas vocabulary and traditions in the target language country. **Day of the Dead** Revision of vocabulary and information about the tradition **Christmas/3 Kings** Revision of vocabulary and traditions in the target language country.		Different activities around the house. **Easter** Revision of vocabulary and traditions in the target language country.		**Days out** Revision of vocab related to activities Revision and understanding of action verb infinitives and 1st / 2nd / 3rd person singular conjugation Present / past & future tense verb conjugation Expression of preferences	