



## Summer Term 2026 Curriculum

### Religious Education: Values - Grateful & Generous and Attentive & Discerning

Reception

#### **Pentecost - Serving: Good News**

*Passing on the good news of Jesus.*

- Learn that everyone has Good News to share and about Pentecost: the celebration of the Good News of Jesus.

#### **Reconciliation - Inter-relating: Friends**

*Friends of Jesus*

- Learn that we can make friends and understand that Jesus had good friends and what Jesus tells us about friendship.

#### **Universal Church - World: Our World**

*God's wonderful world*

- Learn what we love and wonder about our world and understand that God gave us this wonderful world.

#### **Our Values:**

Grateful & Generous / Attentive & Discerning



### Ends of the Earth

- Reflect on what pupils know about Jesus' resurrection
- Understand the importance and significance of Jesus rising from the dead for all people.
- Retell the story of Emmaus
- Describe the feelings and emotions of the disciples once they realised it was Jesus
- Retell the account of Jesus saying farewell to his disciples
- Understand what happened and how they felt when Jesus left them.
- Retell the account of Pentecost
- Understand the importance of Pentecost and how it is celebrated across the globe.
- Make simple connections between the mission of the Church and the mission of Jesus.
- Explain how the mission of the church is carried on today all over the world.

### Dialogue and Encounter

- Know that Christian means followers of Christ.
- Recognise that the cross is a symbol of Christianity and the sign of the cross is a prayer expressing Christian belief.
- Learn about Parish Community.
- Recognise simple connections about Jesus' life and message and how Christians live today.
- Recognise that Christian means follower of Christ.
- Recognise that Catholics are part of a global Christian family and all Christians are sisters and brothers.
- Understand aspects of Jewish life in Britain.
- Know what the Torah is and be able to explain that the story is in the book of Genesis.
- Know about the festival of Sukkot.

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### Ends of the Earth

- Retell the story of Jesus appearing to the Apostles
- Explain what Jesus asked the Apostles to do
- Describe the life and work of the Apostles
- Know and understand the Feast of the Ascension
- Recall the promise that Jesus made before he went back to heaven
- Understand the Apostles' mission statement and relate it to our everyday lives
- Retell the story of Pentecost
- Recognise the signs and symbols at Pentecost and understand the meaning of these
- Explain how the Holy Spirit changed the lives of the Apostles
- Recognise and describe the gifts of the Holy Spirit
- Describe ways in which the Holy Spirit can help us
- Retell the story of the conversion of Saul
- Understand and recall the lessons Saul learnt on the road to Damascus
- Relate the story of Saul to my everyday life

### Dialogue and Encounter

- Know and understand that Mass is a great gift from Jesus
- Recall and describe the different parts of the Mass
- Retell the parable of the Good Samaritan
- Explain the special teaching with the parable of the Good Samaritan
- Plan and prepare a class fundraising event to support CAFOD
- Recognise and understand what it means to be 'Christian'
- Understand that Catholics are Christians
- Share different examples of what Jesus asks us to do as Christians

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Year 3

### Ends of the Earth

- Reflect and discuss the importance of Jesus' journey to Emmaus
- Understand the significance of Jesus' promise to his disciples before his ascension to Heaven
- Retell how the Holy Spirit helped the apostles and understand what is the Pentecost
- Understand the special things the first Christians did
- Research who Saint Paul is and recall his mission
- Reflect and discuss the mystery of God the Trinity

### Dialogue and Encounter

- Understand the life of Hebrews in Ancient Egypt and what mission God gave to Moses
- Understand how to prepare for the Exodus (The Passover)
- Recognise why the Passover is so important and how it is celebrated
- Retell the conversations Jesus had with those at the Passover feast
- Understand Muslim beliefs, the daily prayer and who the Prophet Muhammad is
- Think deeply about my own religious beliefs

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### Ends of the Earth

- Know, understand and can retell the story of resurrection, recall Peter's journey of faith in Jesus and make links between Peter's denials in Jesus and Jesus' requests of Peter
- Name the apostles and explain their ministry after the resurrection, understand the Apostles Creed and explain how the church is apostolic
- Know what church means, I can identify signs and symbols on a parish church tour and I can understand the importance of the parish church and the roles of people involved.
- Know what is meant by the 'Communion of Saints' and I can research and make a biography of a chosen saint's life
- Recognise and explain the importance of Mary and her life events to Christianity and create artistic representations to represent this.

### Dialogue and Encounter

- Retell the conversions of Saul and explain the important lesson we can learn from this
- Express a viewpoint on the conversion of Saul
- Read and discuss 'Good News of Jesus' and recognise Jesus' teaching within this
- Know and can understand why Paul wrote his letters and explain the mission
- Choose a letter from St Paul and explain the meaning behind it
- Know the importance St Paul's meanings and letters have on our school
- Know what the universal church shares and celebrates
- Recognise the differences and similarities between the Roman Catholic Church and the Ukraine Greek Catholic Church and learn from Ukrainian families in our school about their faith
- Understand the meaning behind the five pillars of Islam and explain the meaning of Ramadan to Muslims and what are the advantages in following this faith

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### Ends of the Earth

- Show knowledge and understanding of the events of Pentecost
- Explain what transformation took place in the disciples
- Show knowledge and understanding of the belief in the gifts of the Holy Spirit
- Give examples of how the gifts of the Holy Spirit change the lives of Christians
- Describe the effects of confirmation on the life of a Christian
- Show knowledge and understanding of the religious symbols and steps in the Sacrament of Confirmation
- Show knowledge and understanding of the life of Mary - a key figure - in the history of the People of God
- Explain what Christians can learn from Mary and apply this to our own lives
- Identify the key moments in Jesus' life, according to the Glorious Mysteries of the Rosary
- Specify which mystery you think is the most important and why

### Dialogue and Encounter

- Show knowledge and understanding of a scripture passage which demonstrates teaching of what Christians believe
- Use knowledge of the Bible to demonstrate how it informs your own actions
- Show knowledge and understanding of how God prepared the people of the Old Testament for the coming of Jesus
- Use the Bible to support your point of view on how the Eucharist helps Christians to live out the new commandment
- Recognise and show understanding of the promises made by God in the Old Testament covenants
- Reflect on your chosen passage from the Old Testament and demonstrate what you have learnt from it
- Show how the Torah is important to the Jewish way of life
- Name similarities and differences in the Jewish and Christian faiths
- Show knowledge and understanding of the core beliefs in Judaism, including the importance of the Shema prayer
- Choose your preferred name for God from the Hebrew scriptures and explain the reasons for your choice

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### Ends of the Earth

- Show knowledge and understanding from Mary of Magdala point of view
- Compare and contrast the actions of Mary of Magdala to the other two disciples
- Explore why Thomas doubted and explain how Jesus responded to him
- Give your view of why Christians, all over the world, have tremendous faith and trust in Jesus even though they have never seen him physically
- Explain what Christians receive in the gift of the Holy Spirit
- Show knowledge and understanding of the signs and symbols of confirmation
- Show knowledge and understanding of the life of Stephen, a key figure in the history of the people of God
- Explain how you would respond to the people who stoned Stephen
- Explore the life and work of Irene Sendler making links between her faith and her actions
- Explore the life and work of Edith Stein making links between her faith and her actions
- Identify a person who models faith for you and explain why
- Explore the life and work of Miguel Pro making links between her faith and her actions

### Dialogue and Encounter

- Understand and give examples of the principles of Catholic Social Teaching
- Make a judgement on which principle you think would have the biggest impact and explain why
- Describe some ways in which Christians share a world view
- Explore the statement that 'God's power is greatest when we are aware of our weakness and completely trust him' Express your point of view on this and give reasons to support your view
- Describe ways in which Pope Leo XIV promotes the common good
- Know and understand what the Catholic Church teaches about other faiths
- Explore the life and mission of Pedro Opeka and evaluate his faith in action
- Assess the ways in which Christian can help others by their dialogue and actions
- Show an understanding of how Hindu's beliefs inform their moral values
- Explore the life and work of Ghandi and summarise his message for the people of today

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## Religious Education: Our Other Faiths - Islam

Reception	<ul style="list-style-type: none"><li>• Explore how and when Muslims pray</li><li>• Explore Islamic celebrations</li><li>• Explore the signs and symbols of Islamic prayer</li></ul>
Year 1 and 2	<p>Muslim Beliefs</p> <ul style="list-style-type: none"><li>• Understand the importance of Allah in Islam</li><li>• Know that Muslims learn about Allah from the Qur'an</li><li>• Learn how Muslims show their respect and appreciation for what Allah created.</li><li>• Retell the story of the Crying Camel</li></ul> <p>Allah's teaching from The Qur'an</p> <ul style="list-style-type: none"><li>• Understand the importance of the Qur'an in Islam</li><li>• Know that Allah sent the Prophet Muhammad (pbuh) to give his guidance and his teaching</li><li>• Learn about sacrifice and fasting during Ramadan</li><li>• Know that Id ul Fitr is the celebration of the end of Ramadan</li></ul>
Year 3 and 4	<p><b>Islam - Commitment to belief</b></p> <ul style="list-style-type: none"><li>• Understand the importance of washing before prayer</li><li>• Identify that each prayer has a specific name and meaning</li><li>• Recognise that Muslims pray 5 times a day and at set times</li></ul> <p><b>Islam - Guidance</b></p> <ul style="list-style-type: none"><li>• Identify how the prophet Muhammad (pbuh) set an example of how to wash</li><li>• Learn how Muslims pray and what is required during prayer</li><li>• Retell how one Muslim was thankful for his prayer being answered – Yusuf Islam</li></ul>



### The Five Pillars of Islam

- Understand that The Five Pillars of Islam are the foundations of Muslim life
- Know the names of the Five Pillars
- Explain what each of the Five Pillars of Islam mean to Muslims
- Explore the pillars of our own beliefs

### Hajj - The journey of a Lifetime

- Understand that Hajj is a pilgrimage made to the House of Allah in Makkah
- Know and understand the significance of what pilgrims do
- Explain how the festival of Id ul Adha is associated with the Hajj
- Demonstrate understanding of the Hajj experience for Muslims



## PSHE/Personal, Social and Emotional Development

### Life to the Full - TenTen

#### Module 1: Created and Loved by God

- Describe the story of creation, where God created the earth, sea, stars, plants, animals and humans.
- Explain their uniqueness in real terms, including differences and individual gifts, talents and abilities.
- Identify likes, dislikes and aspects of self-acceptance.
- Describe the natural human cycle of life, including past development and changes that occur as they grow older.

#### Module 2: Created to Love Others

- Explain why the Bible is special to Christians and demonstrate understanding by acting out the Gospel.
- Demonstrate ways to resolve conflict and explain the importance of asking for forgiveness, including its link to Christian teaching.
- Identify and apply basic rules for staying safe online.
- Describe practical ways to stay safe, explain bodily privacy (including the NSPCC PANTS message), and identify trusted adults to talk to when worried.

#### Module 3: Created to Live in Community

- Explain that being made in the image of God means people are called to love God and others in their communities.
- Describe communities and explain responsibilities to people, places and the planet as they grow older.



## Life to the full Ten Ten

### **Module 1: Created and Loved by God**

- Listen to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him.
- Celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do!
- Understand and articulate their own changing feelings and how other people's feelings might differ from theirs.
- Show how that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle.

### **Module 2: Created to love others.**

- Listen to the story of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.
- Identify the 'special people' in their lives who they love and can trust.
- Understand that we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too.
- Identify the difference between good and bad secrets. This unit also explores teaching on physical boundaries, incorporating the PANTS resource by the NSPCC.

### **Module 3: Created to live in community**

- Listen to the story of The Good Samaritan and will be introduced to the concept of the Trinity - God as a three in one community of love - and think about what the Trinity means for them.
- Learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.



Year 2	<p><b>Module 1</b></p> <ul style="list-style-type: none"><li>• Learn that they are created by God out of love and for love</li><li>• Notice similarities and celebrate differences between fictional people and each other as things that make us unique and special.</li><li>• Notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels</li><li>• Learn how to take care of their bodies</li><li>• Realise that we all have different feelings at different times, and different likes and dislikes</li><li>• Learn how to understand and articulate their own feelings and how other people's feelings might differ from theirs</li><li>• Learn about the consequences of choices and what to do when it all goes wrong</li><li>• Learn that we are created by God to grow, change and learn, not least about the love of God and how we can share it with others</li><li>• Celebrate how they have changed and grown</li><li>• Learn that God created us to follow the human cycle of life and we are loved by Him at every stage</li></ul> <p><b>Module 2</b></p> <ul style="list-style-type: none"><li>• Understand that we can feel joy and upset in the different places we go physically and also in the different places we go digitally</li><li>• Understand that being safe includes feeling safe on the inside</li></ul> <p><b>Module 3</b></p> <ul style="list-style-type: none"><li>• Learn about the concept of the Holy Trinity and think about what the Holy Trinity means for them</li><li>• Learn that everyone is their neighbour</li><li>• Learn about the different communities that they are part of, both local and global and think about what it means to belong to a community and the rights and responsibilities that come with it</li></ul>
Year 3	<p><b>Module 1: Religious Understanding</b></p> <ul style="list-style-type: none"><li>• Understand that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live</li><li>• Understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven</li></ul> <p><b>Module 2: Personal Relationships</b></p> <ul style="list-style-type: none"><li>• Identify more complex relationships in their lives, including family, friends and other people, and explore how to relate to people within these different relationships</li><li>• Discuss what it means to be a good friend and learn some strategies to use when relationships become difficult</li><li>• Learn how to recognise bullying and abuse (including physical bullying and emotional bullying online).</li><li>• Take part in discussions and roleplay activities to consider how bullying affects people, and what strategies can be employed to resist pressure and practise resilience</li></ul> <p><b>Module 3: Religious Understanding</b></p> <ul style="list-style-type: none"><li>• Develop their understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities</li><li>• Learn about the wider Church and its mission to reflect the Holy Trinity through love for others</li></ul>



Year 4	<p>Module 1: Created and Loved by God</p> <ul style="list-style-type: none"><li>• Explore the Gospel story Jairus' daughter in various creative and reflective ways</li><li>• Learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God</li><li>• Understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy</li><li>• Explore the miraculous nature of human conception and birth and offers an opportunity for thanksgiving</li></ul> <p>Module 2: Created to Love Others</p> <ul style="list-style-type: none"><li>• Understand the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us</li><li>• Develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult</li><li>• Learn about how quickly things can be shared around the world online</li><li>• Learn about physical, emotional and sexual abuse through a series of animated stories</li></ul> <p>Module 3: Created to Live in Community</p> <ul style="list-style-type: none"><li>• Explore in greater detail the community aspect of the Trinity</li><li>• Learn some of the principles of Catholic Social Teaching from Together For The Common Good</li></ul>
Year 5	<p>Module One</p> <ul style="list-style-type: none"><li>• Hear and experience the gospel story of Jesus calming the storm</li><li>• Learn that we are created by a God who cares for us and wants us to put our faith in him</li></ul> <p>Module Two</p> <ul style="list-style-type: none"><li>• Look at the nature of God's call to love others and study the story of Zacchaeus</li><li>• Learn about spoken and unspoken pressure that we might experience</li><li>• Discuss the issue of consent and bodily autonomy</li><li>• Explore the pressures that we may put on ourselves and how these might affect us</li><li>• Consider how we can stay safe in the digital world</li><li>• Learn about cyberbullying and behaviour that is acceptable or unacceptable online</li><li>• Learn the term 'abuse' and about the different kinds of abuse</li><li>• Learn about drugs, alcohol and tobacco and their effects on the body/impact on lifestyle</li><li>• Learn some basic first aid</li></ul> <p>Module Three</p> <ul style="list-style-type: none"><li>• Increase understanding of the Holy Trinity</li><li>• Learn how God wants us to live in society with each other through the study of Catholic Social Teaching</li><li>• Apply Catholic Social Teaching to analyse contemporary issues</li></ul>



Year 6

Module One

- Hear and experience the gospel story of Jesus calming the storm
- Learn that we are created by a God who cares for us and wants us to put our faith in him
- Learn that difference should be celebrated
- Learn about the physical changes that take place for boys and girls through puberty
- Learn that good choices regarding rest, sleep, exercise, personal hygiene and diet will have a positive impact on their health
- Investigate some of the pressures pubescent young people can face from others, their own expectations and the media
- Consider how people behave and react to their feelings and emotions, and how these feelings can change quickly
- Investigate how to manage feelings that can seem uncontrollable
- Explore the emotional and mental impact that videos and images of an adult nature can have on children and young people
- Explore how a baby grows in the womb
- Learn some key information and facts about human reproduction
- Learn about how girls manage their periods (menstruation), and understand some of their possible side effects
- Learn why periods happen
- Consider and communicate about death in a direct yet gentle way
- Reflect compassionately on the complexities of grief and consider ways to support themselves and others

Module Two

- Consider what bullying, prejudice and discrimination are, who they affect, how they might make people feel and what pupils can do about it

Module Three

- Increase understanding of the Holy Trinity
- Learn how God wants us to live in society with each other through the study of Catholic Social Teaching
- Apply Catholic Social Teaching to analyse contemporary issues



## Art & D&T/Expressive Arts & Design

Reception

### Art: Sculpture and 3D - Creation Station

- Talk about the movement or force I am using to manipulate the clay e.g., push/squash/pinch
- Make observations about the clay as I play.
- Use fine and gross motor skills to manipulate the clay.
- Talk about the movement or force I am using to manipulate the playdough e.g., push/squash/pinch.
- Make observations about the playdough as I play.
- Use the tools with confidence.
- Use the natural objects to create my own landscape scene.
- Use my imagination to create a scene that is different from the teacher's example.
- Use the fine motor skills needed to work with smaller natural objects.
- Make observations of the sculpture artists' work and talk about the things I like and dislike.
- Create a realistic design for my sculpture.
- Manipulate the clay to give a desired effect.
- Follow my plan.
- Reflect upon my own design or make comments about what I think is or isn't working.
- Use the paintbrushes effectively.
- Talk about the colours I have chosen and name them correctly.
- Reflect upon my design or make comments about what I like and dislike about my finished work.

### DT: Structures - Boats

- Articulate my thoughts, making predictions and observations.
- Work together to explore the materials' properties.
- Articulate my thoughts, making predictions and observations.
- Work together to explore whether the objects float or sink.
- Participate in the class and one-to-one discussions, offering my own ideas and use recently introduced vocabulary.
- Offer explanations as to how different types of boats are used.
- Participate in the class and one-to-one discussions, offering my own ideas and use recently introduced vocabulary.
- Offer explanations as to why certain containers are better at floating or moving across the water.
- Create a simple design with thought about the materials I will have available.
- Refer back to my previous learning to help me make decisions about my design.
- Identify problems and suggest ways to solve them as they arise.
- Refer back to my previous learning to help me make decisions about how to join and manipulate materials.
- Verbally evaluate my final product.



Year 1	<p><b>Cooking and Nutrition: Smoothies</b></p> <ul style="list-style-type: none"><li>• Identify a selection of fruits.</li><li>• Identify where fruit and vegetables grow.</li><li>• Practice food preparations skills.</li><li>• Select ingredients for a recipe.</li><li>• Apply food preparation skills to a recipe.</li><li>• Evaluate against a design brief.</li></ul> <p><b>Painting and mixed media: Colour splash</b></p> <ul style="list-style-type: none"><li>• Investigate how to mix secondary colours.</li><li>• Apply knowledge of colour mixing when painting</li><li>• Explore colour when printing.</li><li>• Experiment with paint mixing to make a range of secondary colours.</li><li>• Apply my painting skills when working in the style of an artist.</li></ul>
Year 2	<p><b>Sculpture &amp; 3D: Clay houses</b></p> <ul style="list-style-type: none"><li>• Use my hands as a tool to shape clay</li><li>• Shape a pinch pot and join clay shapes as decoration</li><li>• Use impressing and joining techniques to decorate a clay tile</li><li>• Use drawing to plan the features of a 3D model</li><li>• Make a 3D clay tile from a drawn design</li></ul> <p><b>Mechanisms: Making a Moving Monster</b></p> <ul style="list-style-type: none"><li>• Look at objects and understand how they move</li><li>• Explore different design options</li><li>• Make a moving monster</li></ul>
Year 3	<p><b>Structures: Constructing a castle</b></p> <ul style="list-style-type: none"><li>• Recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure</li><li>• Understand the steps involved when designing a castle</li><li>• Follow instructions and apply my learning to construct 3D nets</li><li>• Construct and evaluate my final product</li></ul> <p><b>Sculpture and 3D: Abstract shape and space</b></p> <ul style="list-style-type: none"><li>• Join 2D shapes to make 3D structures.</li><li>• Join materials in different ways when working in 3D.</li><li>• Develop ideas for 3D artwork.</li><li>• Apply knowledge of sculpture when working in 3D.</li><li>• Evaluate and improve an artwork.</li></ul>



Year 4	<p><b>Craft and Design: Fabric of nature</b></p> <ul style="list-style-type: none"><li>• Explain my starting point in a design process.</li><li>• Explore magnification and mark making to develop new imagery.</li><li>• Explore using textile technique to develop patterns.</li><li>• Make a repeating pattern.</li><li>• Explain how art is made for different purposes.</li></ul> <p><b>Electrical Systems: Torches</b></p> <ul style="list-style-type: none"><li>• Talk about electrical items and explain how they work.</li><li>• Analyse and evaluate electrical products.</li><li>• Design a product to fit a set of specific user needs.</li><li>• Make and evaluate a torch.</li></ul>
Year 5	<p><b>Developing a Recipe</b></p> <ul style="list-style-type: none"><li>• Understand how ingredients are reared and processed</li><li>• Make adaptations to design a recipe</li><li>• Evaluate nutritional content</li><li>• Practise food preparation skills</li><li>• Design a product label</li><li>• Follow and make an adapted recipe</li></ul> <p><b>Portraits</b></p> <ul style="list-style-type: none"><li>• Explore how a drawing can be developed</li><li>• Combine materials for effect</li><li>• Identify the features of self portraits</li><li>• Develop ideas towards an outcome by experimenting with materials and techniques</li><li>• Apply knowledge and skills to create a mixed-media self-portrait</li></ul>



Year 6

### **Making Memories**

- Analyse how art can explore the concept of self
- Explore sculptural techniques
- Use creative experience to develop ideas and plan a sculpture
- Apply an understanding of materials and techniques to work in 3D
- Problem solve, evaluate and refine artwork to achieve a chosen outcome

### **Navigating the World**

- Write a design brief and criteria based on a client request
- Write a program to include multiple functions as part of a navigation device
- Develop a sustainable product concept
- Develop 3D CAD skills to produce a virtual model
- Present a pitch to 'sell' the product to a specified client



## History/Understanding the World

Reception	<p><b>A peak into the past:</b></p> <ul style="list-style-type: none"><li>• Describe changes over time</li><li>• Sort photographs from the past and present</li><li>• Begin to recognise the order events happen in</li><li>• Identify toys from the past</li><li>• Compare pictures from the past and present</li></ul> <p><b>Adventures through time:</b></p> <ul style="list-style-type: none"><li>• Begin to understand the concept of generations</li><li>• Recognise special achievements</li><li>• Recognise some special items associated with kings and queens</li><li>• Understand that the environment around us changes as time passes</li><li>• Compare modes of transport of the past with the present</li></ul>
Year 1	<p><b>How have explorers changed the world?</b></p> <ul style="list-style-type: none"><li>• Know what an explorer is</li><li>• Know where have explorers travelled and when</li><li>• Know who Christopher Columbus was and what he did</li><li>• Know who Matthew Henson was and what he did</li><li>• Explain how exploration has changed</li><li>• Say how we can remember explorers</li></ul>
Year 2	<p><b>What is a Monarch?</b></p> <ul style="list-style-type: none"><li>• Describe what a monarch is</li><li>• Explain why coronations take place</li><li>• Explain how William the Conqueror became King of England</li><li>• Identify how William the Conqueror built castles while ruling England</li><li>• Identify features of a castle that would be effective when defending against attacks</li><li>• Suggest what a monarch was like in the past</li></ul>
Year 3	<p><b>What did the Ancient Egyptians believe?</b></p> <ul style="list-style-type: none"><li>• Understand when and where the ancient Egyptians lived</li><li>• Explain the importance of the Egyptian gods and goddesses</li><li>• Evaluate the challenges of building an Egyptian pyramid</li><li>• Explain how and why the Egyptians mummified people</li><li>• Make inferences about Egyptian beliefs, using primary sources</li><li>• Evaluate significant ancient Egyptian beliefs</li></ul>



Year 4	<p><b>Were the Vikings raiders, traders or settlers?</b></p> <ul style="list-style-type: none"><li>• Explain when and why the Vikings came to Britain.</li><li>• Evaluate the validity of a source.</li><li>• Explore the features of Viking longboats.</li><li>• Examine why trading was important to the Vikings.</li><li>• Extract and interpret information from many sources.</li></ul>
Year 5	<p><b>How did the Maya civilisation compare to the Anglo-Saxons?</b></p> <ul style="list-style-type: none"><li>• Recognise when and where the ancient Maya lived</li><li>• Evaluate the challenges of settling in the rainforest</li><li>• Compare and contrast Anglo-Saxon and Maya houses</li><li>• Explain the importance of Maya gods and goddesses</li><li>• Design a map of a Maya city</li><li>• Evaluate the reasons for the decline of the Maya cities</li></ul>
Year 6	<p><b>The Sikh Empire</b></p> <ul style="list-style-type: none"><li>• Identify how unification around the Sikh Misl Confederacy happened</li><li>• Describe the impact of Sikh beliefs on society</li><li>• Recognise the significance of Lahore as a trade centre in the Sikh Empire</li><li>• Explain the significance of the Maharaja Ranjit Singh and his impact on the Sikh Empire</li><li>• Evaluate different historical interpretations of the Sikh Empire</li><li>• Identify the significant achievements of the Sikh Empire</li></ul>



## Geography/Understanding the World

Reception	<p><b>Exploring Maps:</b></p> <ul style="list-style-type: none"><li>• Find and name familiar features on maps</li><li>• Consider shapes and positions of features when making a map</li><li>• Build and describe a model of a familiar place</li><li>• Describe a journey using found objects as prompts</li><li>• Explore a range of maps</li><li>• Apply their knowledge of maps to make their own</li></ul> <p><b>Outdoor Adventures:</b></p> <ul style="list-style-type: none"><li>• Explore natural objects using the senses</li><li>• Explore and make observations of the world around them</li><li>• Describe the effects of different weather conditions</li><li>• Use the senses to observe and talk about experiences whilst outside</li><li>• Begin to notice some of the features of the changing seasons</li><li>• Begin to recognise seasonal weather conditions</li></ul>
Year 1	<p><b>What is it like to live in Shanghai?</b></p> <ul style="list-style-type: none"><li>• Say what we can see in our local area</li><li>• Map our local area</li><li>• Say where in the world China is</li><li>• Describe what you can see in China</li><li>• Say what Shanghai is like</li><li>• Explain how Shanghai is different from our local area</li></ul>
Year 2	<p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"><li>• Locate the seas and oceans surrounding the UK</li><li>• Explain what the coast is</li><li>• Identify the physical features of the coast</li><li>• Identify human features on the coast</li><li>• Investigate how people use the local coast</li><li>• Present findings on how people use the local coast</li></ul>



Year 3	<p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"><li>• Describe different types of settlement</li><li>• Identify the human and physical features in a local area</li><li>• Discuss why physical and human features are in particular locations</li><li>• Describe how land use in the local area has changed</li><li>• Identify land use in New Delhi</li><li>• Compare land use in two different locations</li></ul>
Year 4	<p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"><li>• Describe and give examples of a biome and find the location and some features of the Amazon.</li><li>• Describe the characteristics of each layer of a tropical rainforest.</li><li>• Describe the lives of indigenous people living in the Amazon rainforest.</li><li>• Describe why tropical rainforests are important and understand the threats to the Amazon.</li><li>• Describe how local woodland is used using a variety of data collection methods.</li><li>• Analyse and present findings on how local woodland is used.</li></ul>
Year 5	<p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"><li>• Summarise the characteristics of a desert biome</li><li>• Locate and explore features of deserts</li><li>• Describe the physical features of a desert environment</li><li>• Explain the different ways humans can use deserts</li><li>• Describe some of the threats facing deserts</li><li>• Explore the similarities and differences between two physical environments</li></ul>
Year 6	<p><b>Can I carry out an independent fieldwork?</b></p> <ul style="list-style-type: none"><li>• Develop an enquiry question</li><li>• Determine the most effective data collection methods for fieldwork</li><li>• Plan a route for a fieldwork trip</li><li>• Collect the data to answer the enquiry question</li><li>• Determine an answer to the enquiry question</li><li>• Present my findings</li></ul>



## Science/Understanding the World

Reception	<p><b>Biology: Animals and Plants</b></p> <ul style="list-style-type: none"><li>• Talk about my observations of earthworms and what I notice them doing.</li><li>• Talk about a range of familiar striped animals and start to suggest why the stripes may help to keep those animals safe.</li><li>• Identify some animals that lay eggs and talk about the young animals that hatch from them.</li><li>• Name the main parts of my body, describe their functions and know what to do to look after themselves.</li><li>• Describe a range of familiar plants, including flowering and non-flowering species, naming and describing some simple features of these.</li><li>• talk about and name several different animals, matching the young to the adult.</li></ul>
Year 1	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"><li>• Identify and name three everyday materials.</li><li>• Identify and name paper in a variety of forms.</li><li>• Identify and name a variety of fabrics.</li><li>• Recognise that most objects are made from more than one material.</li><li>• Describe how the same type of object can be made using different materials.</li></ul> <p><b>Senses</b></p> <ul style="list-style-type: none"><li>• Identify, name and compare parts of our bodies.</li><li>• Describe, compare and group different edible materials by using the sense of taste.</li><li>• Identify, compare and group the sounds collected during a sound walk.</li><li>• Describe how our sense of touch helps us to learn about the world around us.</li><li>• Describe and compare a variety of different smells, identifying which are the most and least liked by the class.</li><li>• Describe how our senses help us to find out about the world.</li></ul>
Year 2	<p><b>Plants</b></p> <ul style="list-style-type: none"><li>• Identify which seeds will grow into which type of plants</li><li>• Ask questions that will help me find out about growing plants from seeds</li><li>• Plan and set up an investigation into how seeds should be planted</li><li>• Make an accurate record of the changes that happen to our seeds</li><li>• Present data on a bar chart and use it to answer a question</li><li>• Decide how to improve the condition of an unhealthy plant</li><li>• Describe the different stages of germination</li><li>• Write a conclusion that answers a question about how seeds should be planted</li><li>• Produce a piece of information writing about how to grow plants from seeds</li><li>• Identify what plants need for healthy growth</li><li>• Plan a test to compare how seeds germinate and grow on different materials</li><li>• Decide whether seeds need soil in order to germinate and grow</li></ul>



Year 3	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"><li>• Explore how a force is required to make something start to move</li><li>• Identify how air can make things move</li><li>• Analyse how objects move on different materials</li><li>• Explore which materials are magnetic</li><li>• Measure the strength of a magnet in different ways</li><li>• Carry out an investigation comparing the strength of different magnets</li></ul> <p><b>Light</b></p> <ul style="list-style-type: none"><li>• Explore how we need light to see things and why some things are easier to see than others</li><li>• Investigate how different objects reflect different amounts of light</li><li>• Design and produce reflective strips for night safety</li><li>• Explain how a mirror works and describe how images in mirrors may look ‘different’</li><li>• Identify how shadows are formed</li><li>• I can identify what affects the shape of a shadow</li></ul>
Year 4	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"><li>• Share what we know about food and nutrition and ask questions about what happens to food after it has been eaten.</li><li>• Explain where the food inside our bodies go.</li><li>• Identify different types of teeth that humans have and understand their functions.</li><li>• Explain how to look after our teeth and explain its importance.</li><li>• Construct a food chain and webs for a particular habitat.</li></ul> <p><b>Living Things and Their Habitats</b></p> <ul style="list-style-type: none"><li>• Give examples of positive and negative ways in which humans change the environment.</li><li>• Plan a litter survey.</li><li>• Carry out a litter survey, collecting and presenting data.</li><li>• Research information about the impact of litter on animals.</li><li>• Demonstrate an understanding of the potential human impact on food chains in a UK habitat.</li><li>• Demonstrate an understanding of human impact on food chains and habitats in another part of the world.</li></ul>



Year 5	<p><b>Forces</b></p> <ul style="list-style-type: none"><li>• Measure, using appropriate units, friction between moving surfaces as part of an investigation into how the surface area and materials affect friction</li><li>• Use evidence to explain how objects fall through the air</li><li>• Use arrows to represent forces that make objects move in different directions</li><li>• Use test results about air resistance as a starting point for further investigative work</li><li>• Measure the effects of water resistance</li><li>• Identify and explain the effect of up thrust on objects in water</li></ul> <p><b>Human Growth</b></p> <ul style="list-style-type: none"><li>• Explain how newborn babies change into teenagers</li><li>• Understand and explain how girls become women and how boys become men</li><li>• Describe and explain the human life cycle</li></ul>
Year 6	<p><b>Living Things</b></p> <p>I can:</p> <ul style="list-style-type: none"><li>• Demonstrate understanding of the process of classification</li><li>• Apply the process of classification to plants</li><li>• Explore the classification of animals and recognise the main groups of vertebrates</li><li>• Explore the classification of the main groups of invertebrates</li><li>• Apply classification concepts to living things in the school grounds</li><li>• Recognise that micro-organisms are groups of living things and explain what they are</li></ul> <p><b>Animals including Humans</b></p> <p>I can:</p> <ul style="list-style-type: none"><li>• Describe how the human circulatory system works</li><li>• Investigate and describe the main functions of the heart</li><li>• Pose and answer a range of relevant questions about how blood transports gases round the body</li><li>• Identify the contents of blood and describe their function</li><li>• Explain the function of valves, veins, arteries and capillaries in the human circulatory system</li><li>• Explain how water helps humans' and other animals' bodies to function</li></ul>



## Computing/Understanding the World

Reception	<p><b>Programming 2: BeeBots</b></p> <ul style="list-style-type: none"><li>• Follow a simple sequence of instructions</li><li>• Experiment with programming a Bee-Bot</li><li>• Give simple commands and debug instructions when things go wrong</li><li>• Follow an algorithm as part of an unplugged game</li><li>• Programme a BeeBot with simple commands and debug instructions when things go wrong</li></ul> <p><b>Introduction to Data</b></p> <ul style="list-style-type: none"><li>• Sort and categorise objects</li><li>• Explain how items have been sorted and categorised</li><li>• Sort and categorise objects and explain how they have been sorted</li><li>• Explore and understand the concept of branch databases</li><li>• Read a simple pictogram and represent data in a pictogram</li></ul>
Year 1	<p><b>Programming 2 Beebot</b></p> <ul style="list-style-type: none"><li>• Explore a new device.</li><li>• Create a demonstration video.</li><li>• Program a device.</li><li>• Plan and follow a precise set of instruction.</li><li>• Create a program that tells a story.</li></ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"><li>• Represent data in different ways.</li><li>• Use technology to represent data.</li><li>• Collect and record data.</li><li>• Sort data.</li><li>• Design an invention to gather data</li></ul>



Year 2	<p><b>Data Handling: International Space Station</b></p> <ul style="list-style-type: none"><li>• Understand how computers can help humans survive in space</li><li>• Create a digital drawing of essential items for life in space</li><li>• Understand the role of sensors on the ISS</li><li>• Create an algorithm for growing a plant in space</li><li>• Interpret data</li></ul> <p><b>Programming 2: Scratch Jr</b></p> <ul style="list-style-type: none"><li>• Explore a new application</li><li>• Create an animation</li><li>• Use characters as buttons</li><li>• Follow an algorithm</li><li>• Plan and use code to create an algorithm</li></ul>
Year 3	<p><b>Programming:</b></p> <ul style="list-style-type: none"><li>• Understand what animation is</li><li>• Understand what stop motion animation is</li><li>• Create a stop motion animation</li><li>• Plan my stop motion animation</li><li>• Create my stop motion animation</li></ul> <p><b>Creating Media:</b></p> <ul style="list-style-type: none"><li>• Plan a book trailer</li><li>• Take photos or videos that tell a story</li><li>• Edit a video</li><li>• Add text and transitions to a video</li><li>• Evaluate video editing</li></ul>
Year 4	<p><b>Programming: Computational Thinking</b></p> <ul style="list-style-type: none"><li>• Explain what computational thinking is.</li><li>• Explain what decomposition is and understand how to solve problems</li><li>• Explain what pattern recognition and abstraction mean.</li><li>• Create an algorithm explain what it can be used for.</li><li>• Apply computational thinking skills to solve a problem.</li></ul> <p><b>Creating Media: Website Design</b></p> <ul style="list-style-type: none"><li>• Explore the features of Microsoft Sway.</li><li>• Plan content for a collaborative webpage.</li><li>• Create an engaging webpage.</li><li>• Create and evaluate a website.</li></ul>



<b>Year 5</b>	<p><b>Game Design in Scratch</b></p> <ul style="list-style-type: none"><li>• Build upon pupils' previous experience of programming in a visual programming language</li><li>• Consolidate this understanding by applying it to a different purpose in making a maze game</li><li>• Revisit keywords learnt previously (Control Count, Controlled Loop, Broadcast, Algorithm, Loop, Selection, and Iteration)</li></ul> <p><b>Digital Citizenship - Podcasters</b></p> <ul style="list-style-type: none"><li>• Consolidate skills from the previous areas of pedagogy whilst applying new understanding around digital citizenship</li><li>• Learn about the dangers online, how to stay safe, and how to behave when in online spaces</li></ul>
<b>Year 6</b>	<p><b>Game Design in Scratch</b></p> <ul style="list-style-type: none"><li>• Build upon pupils' previous experience of programming in a visual programming language</li><li>• Consolidate this understanding by applying it to a different purpose in making a maze game</li><li>• Revisit keywords learnt previously (Control Count, Controlled Loop, Broadcast, Algorithm, Loop, Selection, and Iteration)</li></ul> <p><b>Digital Citizenship - Podcasters</b></p> <ul style="list-style-type: none"><li>• Consolidate skills from the previous areas of pedagogy whilst applying new understanding around digital citizenship</li><li>• Learn about the dangers online, how to stay safe, and how to behave when in online spaces</li></ul>

<b>Music/Expressive Arts &amp; Design</b>	
<b>Reception</b>	<p><b>Through Music and Movement sessions (through PE or using Charanga) the children will:</b></p> <ul style="list-style-type: none"><li>• Build a collection of songs and dances</li><li>• Make music in a range of ways</li><li>• Explore their interests and create with a range of different medias</li><li>• Explore a range of art forms, e.g., movement, dance, drama, music, and the visual arts to express themselves</li><li>• Play cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative</li><li>• Introduce a storyline or narrative into their play</li><li>• Create representations of both imaginary and real-life ideas, events, people, and objects and respond imaginatively to art works and objects, e.g., this music sounds like dinosaurs.</li></ul>



Year 1	<p><b>Your Imagination</b></p> <ul style="list-style-type: none"><li>• <b>Style: Pop</b></li><li>• Listen &amp; appraise:</li><li>• Supercalifragilisticexpialidocious; Pure Imagination; Daydream Believer; Rainbow Connection; A Whole New World</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Learn to sing the song: Your Imagination</li><li>• Play instrumental parts within the song</li><li>• Improvise using voices and/or instruments within the song</li></ul> <p><b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"><li>• Style: Western Classical Music</li><li>• Listen &amp; appraise</li><li>• Reflect : A Song Before Sunrise; The Firebird; The Bird, Grand March from Aida; Bolero; The Lamb</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Prepare for a performance of songs and activities from the year</li></ul>
Year 2	<p><b>Friendship Song</b></p> <p>Style: Popular Music</p> <ul style="list-style-type: none"><li>• Listen &amp; appraise: Count on Me; We Go Together; You Give a Little Love; That's What Friends Are For; You've Got a Friend in Me</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Learn to sing the song: Friendship Song</li><li>• Play instrumental parts within the song</li><li>• Improvise using voices and/or instruments within the song</li><li>• Perform compositions within the song</li></ul> <p><b>Reflect, Rewind &amp; Replay</b></p> <p>Style: Western Classical Music</p> <ul style="list-style-type: none"><li>• Listen &amp; appraise - Reflect : Peer Gynt Suite - Anitra's Dance; Brandenburg Concerto No. 1; From The Diary of a Fly; Fantasia on Greensleeves; Dance of the Sugar Plum Fairy; The Robots</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Prepare for a performance of songs and activities from the year</li></ul>



### **Bringing Us Together**

Style: Pop

- Listen & appraise: Good Times; Ain't Nobody; We Are Family, Ain't No Stopping Us Now; Car Wash
- Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders
- Learn to sing the song: Bringing Us Together
- Play instrumental parts within the song by ear and/or from notation
- Improvise using voices and/or instruments within the song
- Perform compositions within the song
- Prepare for the end of unit performance

### **Reflect, Rewind and Replay**

Style: Western Classical Music

- Listen & appraise: L'Homme Arme; Les Tricoteuses; The Clock: Il Andante; Liszt Piano Concerto; Prelude A L'Apres-Midi D'Un Faune; Music For Large & Small Ensembles
- Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders
- Prepare for a performance of songs and activities from the year



Year 4	<p><b>Blackbird</b></p> <ul style="list-style-type: none"><li>• Listen &amp; appraise: Yellow Submarine; Hey Jude; Can't Buy Me; Yesterday; Let It Be</li><li>• Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders</li><li>• Learn to sing the song: Blackbird</li><li>• Play instrumental parts within the song by ear and/or from notation</li><li>• Improvise using voices and/or instruments within the song</li><li>• Perform compositions within the song</li><li>• Prepare for the end of unit performance</li></ul> <p><b>Reflect, Rewind and Replay</b> Style: Western Classical Music</p> <ul style="list-style-type: none"><li>• Listen &amp; appraise</li><li>• Reflect La Quinta Estampa Real; The Arrival of the Queen of Sheba; Moonlight Sonata; Bridal March; Rhapsody in Blue; Einstein on the Beach</li><li>• Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders</li><li>• Prepare for a performance of songs and activities from the year</li></ul>
Year 5	<p><b>Dancing In The Street</b> Style: Motown</p> <ul style="list-style-type: none"><li>• Listen &amp; appraise: Dancing in the street; I can't help myself; I heard it through the grapevine; Ain't no mountain high enough; You are the sunshine of my life</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Learn to sing the song: Dancing in the street</li><li>• Play instrumental parts within the song</li><li>• Improvise using voices and/or instruments within the song</li><li>• Perform compositions within the song</li></ul> <p><b>Reflect, Rewind &amp; Replay</b> Style: Western Classical Music</p> <ul style="list-style-type: none"><li>• Listen &amp; appraise: Music for Compline; Dido And Aeneas: Overture by Henry Purcell (Baroque era); Symphony No 5 in C minor Opus 67 (allegro con brio) by Ludwig van Beethoven (Romantic era); Minute Waltz in D flat major Opus 64 No 1 by Chopin (Romantic era); Central Park In The Dark by Charles Edward Ives (Early 20th Century); Clapping Music by Steve Reich (Contemporary).</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Prepare for a performance of songs and activities from the year</li></ul>



Year 6	<b>Music and Me</b> <b>Style: Contemporary, Music &amp; Identity</b> <ul style="list-style-type: none"><li>• Listen &amp; appraise: Anna Meredith - Something Helpful; Shiva Feshareki - O and V-A-C Moscow; Eska Mtungwazi - Heroes and Villains and Shades of Blue; Afrodeutsche - And! And the Middle Middle</li><li>• Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders</li><li>• Write your own music using Music and Me (Identity) as a theme</li><li>• Perform compositions at the end of unit performance.</li></ul>
	<b>Reflect, Rewind and Replay</b> <b>Style: Western Classical Music</b> <ul style="list-style-type: none"><li>• Listen &amp; Appraise L'Autrier Pastoure Seoit; Armide Overture; The Marriage of Figaro: Overture; Erlkönig (D 382 Opus 1 Wer Reitet So Spät); Sonata for Horn; Homelands</li><li>• Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders</li><li>• Prepare for a performance of songs and activities from the year.</li></ul>

## PE/Physical Development

Reception	<b>Dance Dinosaurs</b> <ul style="list-style-type: none"><li>• Develop the ability to create movements to music.</li><li>• Practise movements and join them together to create a motif.</li><li>• Practise and improve a dance motif.</li><li>• Work as a team to create a short dance.</li><li>• Remember and perform a short dance.</li><li>• Evaluate and improve a short dance.</li></ul>
	<b>Games: The Olympics</b> <ul style="list-style-type: none"><li>• Develop the ability to throw an object.</li><li>• Develop the ability to move at speed.</li><li>• Adapt the body when moving at speed.</li><li>• Learn how to jump safely.</li><li>• Develop the ability to jump in different ways.</li></ul>



Year 1	<p>Dance: Street Dance</p> <ul style="list-style-type: none"><li>• Develop fundamental movement skills.</li><li>• Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. individually and with others.</li><li>• Master basic movements and perform dances.</li></ul>
Year 2	<p>Summer 1 Dance: Musical Theatre</p> <ul style="list-style-type: none"><li>• Develop fundamental movement skills.</li><li>• Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. individually and with others.</li><li>• Master basic movements and perform dances.</li></ul> <p>Summer 2 Athletics</p> <ul style="list-style-type: none"><li>• Master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.</li><li>• Show the Olympic values of friendship and respect in a jumping for height activity.</li><li>• Show the Olympic value of excellence in a throwing for accuracy activity.</li><li>• Show the Olympic value of determination in a running activity.</li><li>• Show the Olympic value of courage in a running activity.</li><li>• Show the Olympic value of equality in a jumping for distance activity.</li><li>• Show the Olympic value of inspiration in athletics activities.</li></ul>



Year 3

Summer 1

Swimming

- Jump in and submerge in deeper water
- Sink and roll underwater
- Use front crawl leg action to swim longer distances
- Tuck, float and collect objects from the bottom of the pool
- Transition from one floating shape to another without putting feet down
- Use breaststroke leg action to swim on front and back

Summer 2

Athletics

- Use running, jumping, throwing and catching in isolation and in combination.
- Practise and refine existing running, jumping and throwing skills.
- Develop flexibility, strength, technique, control and balance.
- Compare performances with previous ones and demonstrate improvement to achieve a personal best.
- Sprint effectively.
- Run over hurdles.
- Jump for distance.
- Develop and refine different throwing techniques
- Understand different push throw techniques.



### Cricket

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance in the context of fielding in cricket.
- Use correct techniques for catching a ball when fielding in cricket.
- Develop flexibility, strength, technique, control and balance in the context of fielding in cricket.
- Use an overarm throw to hit a target with accuracy.
- Use the long barrier technique to stop a rolling ball.
- Learn defensive hitting techniques for batting in cricket.
- Learn the correct technique for bowling overarm in cricket from a standing position.
- Develop flexibility, strength, technique, control and balance in the context of using these skills in a Kwik Cricket match.
- Know and apply the rules of Kwik Cricket during a game. To use a range of fielding, batting and bowling skills in a Kwik Cricket match.

### Athletics

- Develop flexibility, strength, technique, control and balance; to use running, jumping, throwing and catching in isolation and in combination.
- Use and apply existing running, jumping and throwing skills.
- Compare performances with previous ones and demonstrate improvement to achieve a personal best.
- Improve running technique for sprinting.
- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Practise relay running.
- Jump for distance using the standing triple jump.
- Use running, jumping, throwing and catching in isolation and in combination.
- Learn the pull throw technique.
- Compete in a combined athletics event, aiming to achieve a personal best.



### Rounders

- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of batting and bowling in rounders.
- Learn the correct techniques for batting and bowling in rounders.
- Use running, jumping, throwing and catching in isolation and in combination in the context of fielding in rounders.
- Use the correct techniques for throwing and catching when fielding in rounders.
- Field effectively in these positions and demonstrate good skill and technique.
- Use running, jumping, throwing and catching in isolation and in combination in the context of fielding in rounders.
- Know the roles and responsibilities of the deep fielders in rounders.
- Play competitive games, modified where appropriate in the context of identifying and applying tactics and strategies while playing rounders.
- Be able to 'read' the game and apply tactics to outwit opponents.
- Know and apply the rules of rounders during a game.
- Use a range of throwing, catching, fielding and batting strategies.

### Athletics

- Develop flexibility, strength, technique, control and balance.
- Use running, jumping, throwing and catching in isolation and in combination in the context of athletics.
- Practise and refine existing running, jumping and throwing skills.
- Develop flexibility, strength, technique, control and balance.
- Use running, jumping, throwing and catching in isolation and in combination in the context of sprinting in athletics.
- Use an effective technique for sprinting including the sprint start.
- Use running, jumping, throwing and catching in isolation and in combination in the context of running for distance in athletics.
- Sustain my running pace over longer distances.
- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance in the context of the standing vertical jump.
- Practise jumping for height.
- Use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance in the context of fling throw (discus).
- Learn the fling throw technique.



### Cricket

- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- React quickly and catch balls thrown at different heights and angle
- Attack the ball using effective fielding techniques
- Throw the ball accurately over a large distance
- Strike a bowled ball over a large distance into space
- Bowl a ball overarm at a target
- Apply striking and fielding skills to complete a circuit of activities

### Athletics

- Use running, jumping, throwing and catching in isolation and in combination in the context of athletics
- Practise and refine fundamental movement skills needed for athletics
- Develop flexibility, strength, technique, control and balance
- Use running, jumping, throwing and catching in isolation and in combination in the context of sprint relays
- Work as a team to competitively perform a sprint relay
- Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of running for endurance
- Control running pace over a range of distances
- Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of running over hurdles
- Refine my hurdling technique
- Use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of jumping for height and distance
- Develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination in the context of the heave throw
- Throw for distance using a heave throw technique

### Basketball

- Develop flexibility, strength, technique, control and balance in the context of the basketball dribbling technique
- Dribble with a basketball
- Develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination in the context of basketball passing techniques
- Use a range of techniques to pass a basketball successfully
- Develop flexibility, strength, technique, control and balance in the context of pivoting and footwork in basketball
- Know how to pivot
- Move effectively around the court



- Develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of keeping possession in basketball
- Use strategies to keep possession of the ball
- Develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of marking and dodging in basketball
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of basketball
- Apply our basketball skills when playing as part of a team in a game
- Evaluate own performance

### M.F.L. - Spanish/Communication and Language

Year 1	<ul style="list-style-type: none"><li>• Understand and respond to simple Spanish instructions e.g. “¿Puedo tomar agua, por favor?” (Can I have a drink of water, please?)</li><li>• Recap introductions and prior learning and use these accurately.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Say sentences about the stationery items we use in school and use colours to describe them.</li><li>• Use Spanish phonics to write simple words and phrases based upon this year’s topics.</li></ul>
Year 3	I can: <ul style="list-style-type: none"><li>• Tell the difference between the 2 verbs for ‘to be’ in Spanish - ser and estar.</li><li>• Understand to read and perform a rap and then write an original rap to describe myself and my hobbies.</li></ul>
Year 4	I can: <ul style="list-style-type: none"><li>• Use the future tense to say what we will do at the weekend and in the holidays</li><li>• Learn vocabulary of excursions and holidays so we can ask and answer questions about our summer holidays.</li></ul>



Year 5	<p>I can:</p> <ul style="list-style-type: none"><li>• Use the future tense to say what we will do at the weekend and in the holidays</li><li>• Learn vocabulary of excursions and holidays so we can ask and answer questions about our summer holidays.</li></ul>
Year 6	<p>I can:</p> <ul style="list-style-type: none"><li>• Use the future tense to say what we will do at the weekend and in the holidays</li><li>• Learn vocabulary of excursions and holidays so we can ask and answer questions about our summer holidays.</li></ul>