



Autumn Term Curriculum

Religious Education: Values – Faith Filled and Hopeful. Eloquent & Truthful

Reception

Creation and Covenant

- Understand that God made a beautiful world and everything in it
- Explore things God has made for us
- Learn that God made each of us and we are part of a family
- Reflect of how God wants us to help each other
- Understand that God made each of us special
- Be aware that we must treat others in a caring way
- Understand that God has asked us to take care of his world
- Reflect on how we can care for God's world

Prophecy and Promise

- Understand that Angel Gabriel came to Mary to ask her to be the mother of God's son
- Learn that in Advent we prepare to celebrate Christmas
- Explore how we prepare for Advent
- Understand that Jesus was born in Bethlehem
- Understand that the Shepherds were the first to hear about the birth of Jesus
- Reflect on the good news the Shepherds received
- Understand that St. Francis was the first to make a crib
- Reflect on the importance of having a crib at Christmas

Other Faiths – Judaism

- Explore how and when Jews pray
- Explore Jewish celebrations
- Explore the signs and symbols of Jewish prayer



Year 1	<u>Creation and Covenant</u> • Understand the story of creation • Understand God's love and care for us • Learn the Our Father • Learn the Nicene Creed • Learn the meaning of the Laudato Si • Understand the need to care for God's world <u>Prophecy and Promise</u> • Learn about the Annunciation • Learn about Mary's visit to Elizabeth • Understand that Mary is our Mother • Understand the significance of birth of Jesus • Learn about the visit from the shepherds. <u>Other Faiths – Judaism</u> • Know that Shabbat is a family meal • Understand Shabbat as a day of rest • Recognise the worship that takes place during Shabbat
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Year 2	<u>Creation & Covenant</u> • Find key stories in the Old and New Testament • Explain the importance of God's promise to Noah • Understand that God knows everything about us • Explain that the Sacrament of Baptism enables us to join the Christian family • Explain that the Sacrament of Baptism is a sign of Jesus' love for all people and a welcome into the Christian family • Think about the mystery of the Holy Trinity <u>Prophecy & Promise</u> • Explain how an angel visited Zechariah in the temple • Understand the importance of the Annunciation to Mary • Discuss The Visitation • Understand that Advent is a time to prepare to celebrate the birthday of Jesus at Christmas • Re-tell the story of the birth of John the Baptist • Re-tell the story of the birth of Jesus • Understand the importance of the visit of the Magi <u>Other Faiths – Judaism</u> • Know the Synagogue is a place to worship • Understand the worship in the Synagogue • Describe the signs and symbols within a Synagogue
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Year 3	<u>Creation & Covenant</u> • Describe how either a psalm or a prayer they have studied, praises God for creation • Make simple links between the first creation story, the belief that all human beings are created equal and an expression of the principle of Catholic Social Teaching about human dignity • Encounter the belief that human beings are made in the image of God and talk about what this means • Revisit and remember the first creation story from Genesis • Know and understand Pope Francis' message that human beings are called to have a loving relationship with God, with each other and with the world • Describe how a psalm or prayer they have studied praises creation • Describe stewardship by making simple links between Genesis and people's actions today <u>Prophecy & Promise</u> • Give simple descriptions of some special prayers, signs and actions performed in Church and at Mass, using religious language and focusing on the Liturgy of the word • Understand what the blessed sacrament is • Understand the meaning of consecration • Recognise that Sunday is a holy day for Christians • Make simple links between the story of creation and Sunday as a day of rest • Give a simple description of how Catholics celebrate Mass • Make links between the angel's message about Jesus and the words of the prophet Isaiah • Understand that all actions have consequences and give examples for this, with a focus on Mary's visit • Look at some representations in art from around the world and be able to connect them to the prophecies of Christ's coming • Give reasons why an art representation is inspirational • Understand the meaning and significance of Advent • Explain the meaning of an Advent wreath and the what each of the candles represent • Understand the true meaning of Christmas • Recall that – in the gospels of Matthew and Luke - angels bring God's message <u>Other Faiths – Judaism</u> • Know Jews believe in One God and make links between this belief and scripture • Understand how the Jewish people express their love of God • Describe the role of a Rabbi and how they fulfil their role
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Creation and Covenant

- Understand what faith is and what it means to us
- Understand the story of Abram and explain how God tested him
- Express what you would find the hardest in the commands given to Abraham
- Understand and explain what a covenant is
- Retell the story of the calling of Abram and explain why he changed his name
- Express a point of view by writing a diary extract as Sarah
- Understand and express how Abraham is a model of prayer
- Reflect and respond to given questions on Abraham and his calling
- Recall the story of Joseph and his brothers
- Explain God's plan for Joseph
- Share ways in which God helps us
- Recall the story of salvation
- Explain how God brought good and joy out of sadness for Joseph
- Write prayers on faith, hope and love that show trust in God

Prophecy and Promise

- Understand and explain what a prophet is
- Explain God's covenant with the help of Moses
- Recall the ten commandments, explain what they mean and understand how they can be used today in our lives
- Explain who Elijah was
- Recall events of Elijah on Mount Camel
- Describe/roleplay how Jezebel felt, witnessing the events between Baal and Elijah
- Suggest ways in which we can remain close to God
- Understand and explain the meaning of pharisees and Sadducees
- Know and explain why God sent John the Baptist to prepare people for Jesus
- Explain why you think God sent prophets to us
- Explain the meaning and importance of Advent
- Design and make an Advent calendar focusing on the real meaning of Christmas
- Understand the ancestry of Jesus, using the Jesse tree
- Recognise and explain the symbols and people represented on the Jesse tree
- Create your own artistic images of the Jesse tree
- Recall the story of an angel appearing to Joseph
- Describe how Joseph felt after receiving news from the Angel
- Explain the ways in which Joseph showed trust in God

Other Faiths – Judaism

- Know Jews believe in One God and make links between this belief and scripture



	• Understand how the Jewish people express their love of God • Describe the role of a Rabbi and how they fulfil their role • Understand the importance of the Torah • Describe the significance of God giving Moses the 10 commandments • Understand the importance of Bar/Bat Mitzvahs
Year 5	<u>Creation and Covenant</u> • Retell the story of Abraham and understand God's covenant with him • Express your point of view about God expecting Abraham to leave his own country and go to a new land • Understand God's plan and why he chose to send Moses to Pharaoh • Show understanding of what lessons we can learn from God's calling to Moses • Describe how the exodus is one of the greatest events in the history of the people of God • Use scripture as a source, to support a point of view • Show knowledge and understanding of how God prepared the people of Israel to enter into the Promised Land • Make a connection between belief in God and the commandments • Explain how the greatest commandment from Jesus fulfils the Ten Commandments • Describe how the new commandment informs people's decisions today • Give examples of living out one of the theological virtues, whilst making links to scripture • Explain how your decisions are informed by the virtues <u>Prophecy and Promise</u> • Show knowledge of how David was chosen to be king • Express a point of view about why David was the best choice • Demonstrate how David's actions reflected his belief in God • Give examples of how the actions of Christians today show their belief in God • Show knowledge of God's covenant with David • Evaluate David's achievements as King, giving reasons for your point of view • Show an in depth understanding of Psalm 23 • Give examples of how you shepherd others today using scripture to support your actions • Make links between King David and the birth of Jesus • Recognise how Jesus fulfils the promise God made to David • Identify the key moments in Jesus' life, according to the Joyful Mysteries of the Rosary • Reflect on the promises made to St Dominic and show how these promises help people in their Christian life <u>Other Faiths – Judaism</u> • Show knowledge and understanding on the celebration of Pesach • Recall the story of Moses and the escape of the Israelites from Egypt • Know and explain why the festival of Passover is a freedom festival and describe how Jewish people celebrate today



Creation and Covenant

- Show knowledge and understanding of the belief that humans are created in the image and likeness of God
- Identify poetry, symbol and metaphor in Genesis explaining their meaning
- Show knowledge and understanding of how Adam and Eve's relationship with God was changed by their actions
- Understand the concept of original sin and how the misuse of freedom has an impact on our lives
- State the responsibilities people have to care for the earth
- Show an understanding of the link between the belief that God created the world and our actions to care for our common home
- Explain what Christians receive in the gift of baptism
- Show knowledge and understanding of the signs and symbols in baptism
- Recognise and explain the core beliefs in the Nicene creed
- Express your point of view as to whether all Christians share a common statement of their faith and why
- Recognise and compare similarities differences between science and religion using a variety of sources
- Discover more about the work of Brother Guy Consolmagno making links to our school virtues

Prophecy and Promise

- Show knowledge and understanding of Abraham and Sarah as key figures in the history of the people of God
- Explain how Sarah's faith and trust in God was rewarded
- Show knowledge and understanding of how Miriam, a key figure in the history of the people of God, was a true leader
- Demonstrate how Miriam teaches others about the love of God
- Show what can be learned from Deborah, a key figure in the history of the people of God
- Express the qualities of Deborah in order of personal preference and explain your reasons
- Show knowledge and understanding of Hannah's faith in God and how it informed her actions
- Create a song, praising God, inspired by the song of Hannah
- Show knowledge and understanding of the story of Esther
- Provide evidence to show that Esther fulfilled God's plan
- Explain why Mary is the fulfilment of the Old Testament promises
- Describe how and why the Magnificat prayer forms radical expectations of the messiah
- Explain key events in the life of Mother Teresa and how she responded to God's call
- Describe the ways in which some people live out God's call today and why

Other Faiths – Judaism

- Know that Yom Kippur is making a new start
- Show understanding of how the Jewish people atone for sin
- Express a point of view based on a religious belief (Yom Kippur)



PSHE/Personal, Social and Emotional Development

Reception	<u>Being Me in My World</u> • Understand how it feels to belong and that we are similar and different • Start to recognise and manage our feelings • Learn that when we enjoy working with others, it makes school a good place to be • Understand why it is good to be kind and use gentle hands • Begin to understand children's rights and know that we should all be allowed to learn and play • Learn what being responsible means <u>Celebrating Difference</u> • Identify something I am good at and understand everyone is good at different things • Understand that being different makes us all special • Know that we are all different but the same in some ways • Say why I think my home is special to me • Explain how to be a kind friend • Know which words to use to stand up for myself when someone says or does something unkind
Year 1	<u>Being Me in My World</u> • Understand the rights and responsibilities I have as a member of my class • Know my views are valued and can contribute to the Learning Charter • Recognise the choices I make and understand the consequences • Understand my rights and responsibilities within our Learning Charter <u>Celebrating Difference</u> • Identify similarities between people in my class • Identify differences between people in my class • Understand what bullying is • Know some people who I could talk to if I was feeling unhappy or being bullied • Know how to make new friends • Explain some ways in which I am different from my friends



Year 2	<u>Being Me in My World</u> • Identify some of my hopes and fears for this year • Understand the rights and responsibilities I have as a member of my class and school, and the importance of making contributions • Listen to other people and contribute my own ideas about rewards and consequences • Understand how following the Learning Charter will help me (and others) learn • Recognise the choices I make and understand the consequences <u>Celebrating Difference</u> • Start to understand that sometimes people make assumptions about boys and girls (stereotypes) • Understand that bullying is sometimes about difference • Recognise what is right and wrong and know how to look after myself • Understand that it is OK to be different from other people and to be friends with them • Explain some ways in which I am different from my friends
Year 3	<u>Being Me in My World</u> • Learn about the impact we can make in society • Talk about how to welcome others and improve the school community • Understand our right to learn • Care for others' feelings by working well with others and taking ownership for our decisions <u>Celebrating Difference</u> • Learn to accept that everyone is different • Include others when working or playing • Identify ways to overcome bullying and solve problems • Understand why using kind words and giving/receiving compliments is important



Year 4	<u>Being Me in My World</u> • Know that my attitudes and actions make a difference to the class team • Understand who is in my school community, the roles they play and how I fit in • Understand how democracy works through the School Council • Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • Understand how groups come together to make decisions • Understand how democracy and having a voice benefits the school community <u>Celebrating Difference</u> • Understand that sometimes we make assumptions based on what people look like • Understand what influences me to make assumptions based on how people look • Know that sometimes bullying is hard to spot and know what to do if I think it is going on • Know why witnesses sometimes join in with bullying and sometimes don't tell • Identify what is special about me and value the ways in which I am unique • Tell you a time when my first impression of someone changed after I got to know them
Year 5	<u>Being Me in My World</u> • Face new challenges and set personal goals • Understand my rights and responsibilities as a citizen and a member of my school • Make choices about my own behaviour • Understand how an individual's behaviour can impact on a group • Understand about democracy and having a voice <u>Celebrating Difference</u> • Understand that cultural differences sometimes cause conflict • Know what racism is; know that rumour-spreading and name-calling can be bullying behaviours • Compare my life with the lives of others in developing countries • Understand a different culture from my own
Year 6	<u>Being Me in My World</u> • Recognise when I feel welcome and valued and know how to make others feel the same • Understand my own wants and needs and compare these with children in different communities • Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • Know that I can contribute to the group and understand that we function best as a whole <u>Celebrating Difference</u> • Empathise with people who are different • Be aware of my attitude towards people who are different • Know how it can feel to be excluded or treated badly because of being different in some way • List a range of strategies for managing my feelings in bullying situations and for problem-solving when I am part of a bullying situation



Art & D&T/Expressive Arts & Design

Reception	<u>Drawing: Marvellous marks</u> • Investigate the marks and patterns made by different textures • Explore mark making with felt tips • Explore mark making with chalk • Explore mark making using pencils • Create a simple observational drawing • Use a variety of colours and materials to create a self-portrait <u>Structures: Junk modelling</u> • Explore and investigate tools and materials in the junk modelling area • Develop scissor skills and investigate cutting different materials • Learn how to plan and select the correct resources needed to make a model • Verbally plan and create a junk model • Share a finished model and talk about the processes in its creation • Explore different ways to temporarily join materials together
Year 1	<u>Drawing: Make your mark</u> • Exploring line. Know how to create different types of lines • Making Waves. Explore line and mark-making to draw water • Experimenting with media. Draw with different media • Mark making. Develop an understanding of mark making • Drawing from observation. Apply an understanding of drawing materials and mark-making to draw from observation <u>Structures: Constructing a windmill</u> • Include individual preferences and requirements in my design • Make a stable structure • Assemble the components of my structure • Evaluate my project and adapt my design



Year 2	<u>Craft and Design – Map It Out</u> • Investigate maps as a stimulus for drawing • Learn and apply the steps of the felt-making process • I can experiment with a craft technique to develop an idea • I can develop ideas and apply craft skills when printmaking • I can present artwork and evaluate it against a design brief <u>Structures – Baby Bear’s Chair</u> • I can explore the concept and features of structures and the stability of different shapes • I can understand that the shape of the structure affects its strength • I can make a structure according to design criteria • I can produce a finished structure and evaluate its strength, stiffness and stability
Year 3	<u>Drawing – Growing Artists</u> • Recognise how artists use shape in drawing • Understand how to create tone in drawing by shading • Understand how texture can be created and used to make art • Apply observational drawing skills to create detailed studies • Apply an understanding of composition to create abstract drawings. <u>Cooking and Nutrition – Eating Seasonally</u> • Know that climate affects food growth • Understand the advantages of eating seasonal foods grown in the UK • Create a recipe that is healthy and nutritious using seasonal vegetables • Safely follow a recipe when cooking
Year 4	<u>Drawing – Power Prints</u> • Draw using tone to create a 3D effect • Explore proportion and tone when drawing • Plan a composition for a mixed-media drawing • Use shading techniques to create pattern and contrast • Work collaboratively to develop drawings into prints <u>Structure: Pavilions</u> • Create a range of different shaped frame structures • Design a structure • Build a frame structure • Add cladding to a frame structure



Year 5	<u>Sculpture and 3D</u> • Identify and compare features of art installations • Investigate space and scale in 3D artwork • Problem solve when constructing 3D artwork • Plan and design an installation • Create a finished piece <u>Electrical Systems</u> • Understand how motors are used in electrical products • Investigate an existing product • Put findings from research into practice to develop product • Develop a DIY kit to assemble a product
Year 6	<u>Craft and Design</u> • Apply understanding of composition to create an effective photomontage advertising poster • Apply understanding of abstract art through photography • Demonstrate an understanding of design choices made for effect using digital photography techniques • Apply an understanding of photography to design and recreate a famous painting • Demonstrate observation and proportion to create art in a photorealistic style <u>Textiles</u> • Design a waistcoat • Mark and cut fabric according to a design • Assemble a waistcoat • Decorate a waistcoat



History/Understanding the World

Reception	<u>A Peak into the Past</u> • Describe changes over time • Sort photographs from the past and present • Begin to recognise the order events happen in • Identify toys from the past • Compare pictures from the past and present <u>Adventures through time</u> • Begin to understand the concept of generations • Recognise special achievements • Recognise some special items associated with kings and queens • Understand that the environment around us changes as time passes • Compare modes of transport of the past with the present ELG: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG: Understand the past through settings, characters, and events encountered in books read in class and storytelling.
Year 1	<u>How am I making history?</u> • Develop an understanding of personal chronology • Learn more about <i>my</i> history • Explore how we remember events • Find out what childhood was like for our parents and grandparents • Compare childhood now with childhood past • Identify that some things change and some things stay the same
Year 2	<u>How was school different in the past?</u> • Find out how schools have changed over time • Investigate what school was like in the past • Investigate what schools were like in the 1900s • Compare a modern classroom with a classroom 100 years ago • Compare three periods of time • Express a personal response to history



Year 3	<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> • Recognise that prehistory was a long time ago and was the beginning of the history of mankind • Use archaeological evidence to learn about prehistoric houses • Use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence • Explain how bronze transformed prehistoric life • Understand the importance of trade during the Iron Age • Compare settlements in the Neolithic and Iron Age
Years 4	<u>How have children's lives changed?</u> • Identify how children's lives have changed using a range of sources • Understand why children worked in Tudor times and what working conditions were like • Understand the types of jobs Victorian children had and their working conditions • Understand how Lord Shaftesbury changed children's lives • Understand how and why children's leisure time has changed • Understand which diseases children caught and how they were treated
Year 5	<u>How was life in Tudor England?</u> • Use different types of evidence to interpret the character of Henry VIII • Make deductions about Anne Boleyn from a range of primary and secondary sources • Understand why Henry VIII had many wives • Extract evidence from primary sources about the Royal Progresses of Elizabeth I • Reconstruct a Royal Progress using a range of primary sources • Make deductions about the people in Tudor England using inventories • Create a realistic inventory for a person living in Tudor times
Year 6	<u>What does the census tell us about our local area?</u> • Use the census to make inferences about people from the past • Use the census to investigate how the lives of people in the past changed • Use primary sources to find out about the working conditions of children in factories • Recreate the thoughts and feelings of Mary Bucktrout • Reconstruct the lives of people in a household using the census • Compare census returns and identify continuities and changes in a household



Geography/Understanding the World

Reception	<u>Around My School:</u> - Name, locate and recognise features and places of the school setting - Name, locate and recognise features of the immediate environment - Use observation, discussion and simple maps. - Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world - Explore our local community
Year 1	<u>What is it like here?</u> - Locate the school on an aerial photograph - Create a map of the classroom - Locate key features of the classroom - Draw a simple map - Investigate how we feel about our playground - Create a design to improve our playground
Year 2	<u>Would you prefer to live in a hot or cold place?</u> - Name and locate the seven continents - Locate the North and South Poles - Locate the Equator on a world map - Compare the UK and Kenya - Investigate local weather conditions - Identify key features of hot and cold places
Year 3	<u>Living in a City – Researching the UK</u> - Name and locate the countries and cities of the UK using the eight compass points to describe their location - Name and locate the main rivers and seas of the UK using an atlas or map - Name and locate some of the counties of the UK by using a map or atlas - Name and locate areas of high ground in the UK by using a map or atlas - Identify ways that London has changed over time and explain the importance of the Prime Meridian to London's history - Describe and understand how the UK has changed over time
Year 4	<u>Why are rainforests important to us?</u> - Describe and give examples of a biome and some of the features of the Amazon - Describe the characteristics of some of the layers of the Amazon rainforest - Understand the lives of indigenous people living in the Amazon rainforest - Describe the ways in which tropical rainforests are important and understand the threats to the Amazon rainforest - Understand how local woodland is being used, using a variety of data collection methods - Analyse and present findings on how local woodland is used



Year 5	<u>What is life like in the Alps?</u> • Use a map to find countries and their key features • Locate key mountain ranges of the world • Locate key areas of higher ground in the UK • Use a map to find and describe key features of the mountains • Describe the key features of a specific mountain range; explain how different types of mountains are formed • Describe a mountainous climate • Describe how tourism affects mountain regions
Year 6	<u>Economic Activity and Trade Links – The UK and El Salvador</u> • Explain the UK's trade links with other countries • Use maps to show the UK's trade links with other countries • Explain trade links between El Salvador and the UK • Explain the importance of Fair Trade • Explain the global supply chain • Explain how trading has changed through history



Science/Understanding the World	
Reception	<u>Physics – Light, Space, Electricity & Movement</u> • Use appropriate language to talk about what happens at night, including dark, light, the Sun, Moon and stars • Name and describe a range of living and non-living things that are in the sky • Describe the Moon's appearance and what an astronaut does • Demonstrate how a push or a pull is needed to make an object move • Demonstrate and describe - using the words 'push', 'pull' and 'twist' - what needs to be done to make a toy move • Talk about objects that float and sink and link this to their first-hand experience <u>Seasonal Changes</u> • Describe the physical changes we notice on and around a tree during the season of autumn
Year 1	<u>Animals including Humans: Looking at Animals</u> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the physical characteristics of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
Year 2	<u>Animals and their habitats</u> • Observe and identify what plants and animals live in different habitats • Record changes in the number and types of animals found in a habitat during the year • Understand how animals depend on each other for food • Observe how animals change over time • Recognise and compare the main components of some different habitats • Construct examples of food chains for a selection of habitats <u>Materials</u> • Describe objects, including naming the material from which they are made • Identify objects made of particular materials • Explain whether or not a material is a good choice for an object • Test different fabrics to decide which is the best to use for dungarees • Test different fabrics to find out how much light passes through • Test different materials to find out which is suitable for a teabag



Year 3	<u>Animals, including humans</u> • Know that animals and humans need the right types/amount of nutrition • Understand that humans and animals cannot make their own food; they get nutrition from what they eat • Know that humans and some other animals have skeletons and muscles for support, protection and movement <u>Rocks</u> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter
Year 4	<u>Electricity</u> • Identify common appliances that run on electricity • Construct a simple series circuit - identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators and associate metals with being good conductors <u>Sound</u> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases
Year 5	<u>Living Things and Their Habitats</u> • Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird <u>Earth and Space</u> • Describe the movement of the Earth and other planets relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • Describe the sun, Earth and moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky



Year 6	<u>Light</u> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <u>Electricity</u> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram
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Computing/Understanding the World	
Reception	<u>Computing Systems & Networks: Using a Computer</u> • Learn what a keyboard is and locate relevant keys • Learn to log in and out • Learn what a mouse is and develop control • Develop basic mouse skills and use an online paint tool • Develop mouse skills – the ability to click and drag <u>Programming 1 – All About Instructions</u> • Follow instructions • Give simple instructions • Follow instructions as part of a game • Learn to debug when things go wrong Learn that an algorithm is a set of instructions to carry out a task in a specific order
Years 1 and 2	• Make a floor robot move using button inputs • Explain what a command card is and predict what the robot will do • Plan algorithms to make a robot interact with objects • Create accurate algorithms to move a robot with precision • Find and fix errors (debug) in algorithms and test their outcomes • Plan and run algorithms that help a floor robot achieve a set goal
Years 3 and 4	• Make a sprite move using a sequence of visual code • Add backgrounds to their games • Use visual code to run multiple sequences at the same time • Create games that include voice recordings • Use the 'on bump' code to make characters interact • Use the 'message' code to make characters interact • Create multi-background games using visual code
Year 5	• Explain what an algorithm is and create or improve their own • Understand decomposition and can break down problems into smaller steps • Understand iteration and can use loops in their programs • Understand selection and can use it to make decisions in programs • Plan and justify design choices when creating algorithms • Use algorithms to create programs in a visual programming language



Year 6	• Understand inputs, outputs, and can create a jukebox in visual code • Understand circuits and can program physical systems • Design and build systems that use inputs to play music • Program systems using multiple inputs and sensors • Pupils can evaluate and comment on their physical systems
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Music/Expressive Arts & Design	
Reception	<u>Being Imaginative and Expressive</u> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music • Develop rhythm and rhyming skills through singing a range of well-known nursery rhymes and songs • Create simple musical notation • Develop understanding of narrative structure (beginning-middle-end)
Year 1	<u>Hey You!</u> • Hey You! by Joanna Mangona-Sing the song • Me, Myself and I by De La Soul and Hey you!- Sing the song and play instrumental parts within the song • Fresh Prince of Bel Air by Will Smith and Hey you!-Sing the song and improvise using voices and/or instruments within the song • Rapper's Delight by The Sugar hill Gang and Hey you!-Sing the song and perform composition(s) within the song • U Can't Touch This by MC Hammer and Hey you!- Prepare for the end-of-unit performance <u>Rhythm in The Way We Walk by Joanna Mangona</u> • Rhythm in The Way We Walk by Joanna Mangona- sing the song • The Planets: Mars by Gustav Holst and Rhythm In The Way We Walk- sing the song. • Tubular Bells by Mike Oldfield and Rhythm In The Way We Walk -sing the song. • The Banana Rap- Rap • Happy by Pharrell Williams The Banana Rap- Rap • When I'm 64 by The Beatles The Banana Rap-End of unit performance.



Year 2	<u>Hands, Feet, Heart</u> • Listen and appraise 'Hands, Feet, Heart', a song that celebrates South African music Learn & perform the song 'Hands, Feet, Heart'. • Listen and appraise 'The Click Song'. Sing the song and play instrumental parts • Listen and appraise 'The Lion Sleeps Tonight' sung by Soweto Gospel Choir. Sing the song and improvise using voices and/or instruments within the song. • Listen and appraise 'Bring Him Back' Home by Hugh Masekela. Sing the song and perform composition(s) within the song • Listen and appraise 'You Can Call Me Al' by Paul Simon. Start to prepare for the end-of-unit performance • Listen and appraise 'Hlokoloza' by Arthur Mofokate. Prepare for the end-of-unit performance <u>Ho Ho</u> • Listen and Appraise 'Ho Ho Ho', a Christmas song. Learn & perform the song. • Listen and appraise 'Bring Him Back Home' (Nelson Mandela) by Hugh Masekela. Sing the song and play instrumental parts within the song • Listen and appraise 'Suspicious Minds' by Elvis Presley. Sing the song and play instrumental parts within the song • Listen and appraise 'Sir Duke' by Stevie Wonder. Start to prepare for the end-of-unit performance Listen and appraise 'Fly Me to the Moon' by Frank Sinatra. Prepare for the end-of-unit performance
Year 3	<u>Let Your Spirit Fly Style – R&B, Western Classical, Musicals, Motown, Soul</u> • Listen and appraise to: Colonel Bogey; March; Consider Yourself; Ain't No Mountain High Enough; You're the First, The Last, My Everything • 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: Let Your Spirit Fly 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 <u>Glockenspiel – Stage 1</u> • Learn to play and read the notes C, D, E & F • Improvise using the notes C & D Compose using the notes C, D, E & F Perform improvisations, instrumental performances & compositions



Year 4	<u>Mamma Mia: Style – ABBA</u> • Listen & appraise: Mamma Mia; Dancing Queen; The Winner Takes It All; Waterloo; Super Trouper, Thank You For The Music • 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: Mamma Mia • 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 <u>Glockenspiel – Stage 1</u> • Learn to play and read the notes C, D, E, F & G • Compose using the notes C, D, E, F & G • Perform improvisations, instrumental performances & compositions
Year 5	<u>Livin' on a Prayer: Style – Rock</u> • Listen & appraise: We Will Rock You; Smoke on the Water; Rockin' All Over the World, Johnny B Goode; I Saw Her Standing There • 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: Livin' on a Prayer • 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 <u>Classroom Jazz 1</u> • Listen & appraise: The Three Note Bossa; Desafinado; Cotton Tail; Five Note Swing; Perdido • Play notes G, A & B + D, E, G, A & B • Improvise in a Bossa Nova style using G, A & B • Improvise in a swing style using D, E, G, A & B • Compose using the notes C, D, E, F & G Perform improvisations, instrumental performances & compositions



Year 6	<u>Happy</u> • Listen and Appraise the song Happy and other songs in different styles about being happy. • Learn and/or build on knowledge and understanding about the interrelated dimensions of music. • Sing the song • Sing the song and play instrumental parts within the song • Sing the song and improvise using voices and/or instruments within the song • Sing the song and perform composition(s) within the song <u>Classroom Jazz 2</u> • Listen and appraise Bacharach Anorak • Play the tune/head and middle 8 • Play the whole tune/head including improvisation • Play the composed tune/head, improvise then tune/head to finish
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PE/Physical Development

Reception	<u>Best of Ball Skills</u> • Develop the ability to control a ball in a range of ways • Develop the ability to throw accurately at a target • Travel confidently in a range of ways (jogging) • Use throwing skills in a small-sided game • Travel confidently in a range of ways (jumping) • Throw an object at a target • Throw an object into a target • Use a bat or racket to move and control an object • Develop the ability to catch and bounce a ball • Develop the ability to kick a ball <u>Gym in the Jungle</u> • Develop the ability to move in a range of ways • Increase the ability to move around and onto equipment • Increase the ability to move through and onto equipment • Increase the ability to move over and onto equipment • Combine movements together while negotiating different equipment
Year 1	<u>Ball Skills</u> • Explore how to handle different objects • Practice rolling a ball towards a target • Use the underarm technique to throw towards a target • Track and stop a rolling ball with an object or body part • Throw and catch an object by myself • Use a two-handed catch technique <u>Gymnastic Animals</u> • Safely carry and place apparatus • Travel safely in different ways • Practice travelling at different speeds and levels • Understand different ways of making and holding shapes • Demonstrate how to link two actions together to make a sequence • Develop my understanding of showing two actions together with a movement



Year 2	<u>Ball Skills</u> • Track a ball with eyes and body • Use the underarm throwing technique to throw towards a moving target • Use the most appropriate catching technique in different scenarios • Roll a ball with accuracy • Stop a rolling ball with balance and control • Apply throwing and catching skills to a game situation • Use the overarm throwing technique with increasing control and accuracy <u>Invasion Games</u> • Move confidently with the ball in a game • Use space when passing and receiving in a game • Use throwing and catching to pass and receive a ball in a game • Know how to make or deny space when attacking and defending in a game • Use attacking and defending principles in a game • Apply specific skills to an invasion game • Follow the rules of a game
Year 3	<u>Tag Rugby</u> • Perform some basic invasion games skills, throwing and catching • Build attacking/offensive play • Show basic control skills, including sending and receiving the ball • Send the ball with some accuracy to maintain possession and build attacking play • Handle the ball, run past defenders and evade taggers <u>Football</u> • Perform some basic invasion games skills, kicking and dribbling • Build attacking/offensive play • Show basic control skills, including sending and receiving the ball • Send the ball with some accuracy to maintain possession and build attacking play • Use the inside and outside of the foot in order to trap the ball
Year 4	<u>Tag Rugby</u> • Perform some basic invasion games skills - throwing and catching • Build attacking/offensive play • Show basic control skills, including sending and receiving the ball • Send the ball with some accuracy to maintain possession and build attacking play • Handle the ball, run past defenders and evade taggers



Year 5	<u>Tag rugby</u> • Play in competitive games, developing fluency in skills and techniques • Use strength, agility and coordination when defending • Relate a more significant number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed Gymnastics • Accurately perform: a cat leap, full turn and stag leap • Accurately perform a dive forward roll and a pike backward roll • Accurately perform a straddle over vault • Accurately perform a round-off • Independently plan a sequence of gymnastics movements that are creatively linked together
Year 6	<u>Football</u> • Develop flexibility, strength, technique, control and balance • Play competitive games - modified where appropriate - and apply basic principles suitable for attacking and defending • Apply skills and knowledge to be able to pass and move with the ball • Apply a variety of attacking skills and techniques in a game • Invent a new game that requires attacking and defending skills <u>Gymnastics</u> • Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps • Accurately perform a cat leap, a full turn and a stag leap • Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls • Accurately perform a dive forward roll and a pike backward roll • Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements • Accurately perform a straddle over vault • Develop flexibility, strength, technique, control and balance by learning and performing a hurdle step into cartwheel and round-off • Perform a hurdle step into a cartwheel and a round-off • Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement. • Perform a series of similar movements in quick succession, linked together to form a sequence • Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a group gymnastics routine • Work in a large group to choreograph and perform a gymnastics routine in time to music



M.F.L. – Spanish/Communication and Language	
Reception	- Learn to deliver greetings – ‘Buenos dias’ or ‘Hola’ - Respond to ‘where is [insert name]?’ by saying ‘I am here’.
Year 1	- Learn to deliver greetings and make introductions - Learn the names for different colours - Learn to say the numbers - Learn the names for the days of the week - Learn to name different shapes - Join in with some songs, rhymes and games
Year 2	- Learn to deliver greetings and make introductions - Learn names for some animals and colours in the context of the book, ‘Brown Bear, Brown Bear’ - Use knowledge of above vocabulary to create sentences using verbs, connectives, adjectives and negatives - Learn the names for some fruits and foods in the context of the book, ‘The Very Hungry Caterpillar’ - Express opinions about different foods and give a reason using connectives, adjectives and negatives
Year 3	<u>Greetings with Puppets</u> - Form short phrases to say hello and introduce themselves - Follow a sequence of phonemes and begin to notice key phonemes in Spanish words - Recognise and respond to different greetings - Use actions to show their understanding of different feelings phrases - Join in with and perform a finger rhyme - Begin to relate written captions to the words that they hear



Year 4	<u>Pets</u> • Ask and answer the question, ¿Tienes una mascota? – Do you have a pet? using the correct pronunciation • Identify some animal names • Identify a noun's gender by looking at the preceding indefinite article • Select the correct form of an adjective to ensure it agrees with the noun it describes • Choose suitable adjectives to describe an animal's characteristics • Show understanding of a story by making plausible predictions • Select appropriate words and phrases to adapt sentences and write their own story • Read aloud using accurate pronunciation • Change intonation to differentiate between statements and questions • Vary tone to express emotion and engage an audience
Year 5	<u>Describing friends and family members</u> • Ask and answer questions to find out personal information • Understand a variety of answers to the question, ¿Tienes hermanos? – Do you have any brothers or sisters? • Identify the names of family members • Use de to indicate possession • Describe relationships between family members • Identify the difference between the first, second and third person forms of some familiar verbs • Describe what someone likes to do • Write a description giving personal information about someone in the third person • Identify a person from a written description
Year 6	<u>Clothing</u> • Identify cognates and use the context to deduce the meaning of new words • Identify the appropriate time to use a dictionary to look up unfamiliar words • Apply rules to generate all forms of an adjective • Use a range of adjectives and descriptive phrases to describe clothing • Describe an outfit and its purpose in extended sentences using porque – because • Create an outfit by following the description in a design brief accurately • Read or say sentences aloud using the correct pronunciation when giving a presentation