



Autumn Term Curriculum

Religious Education: Values - Curious & Active and Intentional & Prophetic	
Reception	<p><u>Domestic Church: Myself - Being part of God's family.</u></p> <ul style="list-style-type: none">• Learn about the importance of our names and understand that God knows and loves us. <p><u>Judaism:</u></p> <ul style="list-style-type: none">• Hanukkah <p><u>Baptism: Welcome - Welcome to God's family.</u></p> <ul style="list-style-type: none">• Learn what it is to welcome and be welcomed.• Understand that Baptism is a welcome in to God's family. <p><u>Advent/Christmas: Birthday</u></p> <ul style="list-style-type: none">• Learn about what a birthday is and about Advent - looking forward to Christmas - Jesus' birthday.
Year 1	<p><u>Creation and Covenant</u></p> <ul style="list-style-type: none">• To understand the story of creation.• To understand God's love and care for us.• To learn the Our Father• To learn the Nicene Crede• To learn the meaning of the Laudato Si• To understand the need to care for God's world <p><u>Prophecy and Promise</u></p> <ul style="list-style-type: none">• To learn about the Annunciation• To learn about Mary's visit to Elizabeth• To understand that Mary is our Mother• To understand the significance of birth of Jesus• To learn about the visit from the shepherds.



Year 2

Creation & Covenant

- To find key stories in the Old and New Testament
- To explain the importance of God's promise to Noah
- To understand that God knows everything about us
- To explain that the Sacrament of Baptism enables us to join the Christian family
- To explain that the Sacrament of Baptism is a sign of Jesus' love for all people and a welcome into the Christian family
- To think about the mystery of the Holy Trinity

Prophecy & Promise

- To explain how an angel visited Zechariah in the temple
- To understand the importance of the Annunciation to Mary
- To discuss The Visitation
- To understand that Advent is a time to prepare to celebrate the birthday of Jesus at Christmas
- To re-tell the story of the birth of John the Baptist
- To re-tell the story of the birth of Jesus
- To understand the importance of the visit of the Magi



Creation & Covenant

- To describe how either a psalm or a prayer they have studied, praises God for creation
- To 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.
- To encounter the belief that human beings are made in the image of God and talk about what this means.
- To Revisit and remember the first creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed.
- To 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.
- To describe how either a psalm or a prayer they have studied praises creation.
- To describe stewardship by making simple links between Genesis and people's actions today.

Prophecy & Promise

- To give simple descriptions of some special prayers, signs and actions performed in Church and at Mass, using religious language, focusing on the Liturgy of the word.
- To understand what the blessed sacrament is
- To understand the meaning of consecration
- To recognise that Sunday is a holy day for Christians
- To make simple links between the story of creation and Sunday as a day of rest
- To give a simple description of how Catholics celebrate Mass
- To make links between the angel's message about Jesus and the words of the prophet Isaiah
- To understand that all actions have consequences and give examples for this, with a focus on Mary's visit.
- To look at some representations in art from around the world and be able to connect them to the prophecies of Christ's coming.
- To be able to give reasons for my most inspirational art representation.
- To understand the meaning and significance of Advent
- To explain the meaning of an Advent wreath and the what each of the candles represent
- To understand the true meaning of Christmas
- To Recall that angels bring God's message in the gospels of Matthew and St Luke
- To complete an account of the birth of Jesus



Creation and Covenant

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

Prophecy and Promise

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



Year 5	<p><u>Domestic Church: Ourselves</u></p> <ul style="list-style-type: none">• Created in the image and likeness of God <p><u>Judaism:</u></p> <ul style="list-style-type: none">• Pesach <p><u>Baptism/Confirmation: Life choices</u></p> <ul style="list-style-type: none">• Marriage, commitment and service <p><u>Advent/Christmas: Hope</u></p> <ul style="list-style-type: none">• Waiting in the joyful hope for Jesus, the promised one
Year 6	<p><u>Domestic Church: Family</u></p> <ul style="list-style-type: none">• God who never stops loving <p><u>Judaism:</u></p> <ul style="list-style-type: none">• Rosh Hashanah• Yom Kippur <p><u>Baptism/Confirmation: Belonging</u></p> <ul style="list-style-type: none">• The vocation of priesthood and religious life <p><u>Advent/Christmas: Loving</u></p> <ul style="list-style-type: none">• Jesus, born to the World



PSHE/Personal, Social and Emotional Development

Reception	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• Who... Me?! - I understand how it feels to belong and that we are similar and different• How am I feeling today? - I can start to recognise and manage my feelings• Being at School - I enjoy working with others to make school a good place to be• Gentle hands - I understand why it is good to be kind and use gentle hands• Our Rights - I am starting to understand children's rights and this means we should all be allowed to learn and play• Our responsibilities - I am learning what being responsible means <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• What am I good at? - I can identify something I am good at and understand everyone is good at different things• I'm Special, I'm Me! - I understand that being different makes us all special• Families - I know we are all different but the same in some ways• Homes - I can tell you why I think my home is special to me• Making Friends - I can tell you how to be a kind friend• Standing Up for Yourself - I know which words to use to stand up for myself when someone says or does something unkind
Year 1	<p><u>Being Me in My World- 'Who am I and how do I fit?'</u></p> <ul style="list-style-type: none">• To understand the rights and responsibilities as a member of my class• To know my views are valued and can contribute to the Learning Charter• To recognise the choices I make and understand the consequences• To understand my rights and responsibilities within our Learning Charter <p><u>Celebrating Difference- Respect for similarity and difference. Anti-bullying and being unique.</u></p> <ul style="list-style-type: none">• To identify similarities between people in my class• To identify differences between people in my class• To understand what bullying is• To know some people who I could talk to if I was feeling unhappy or being bullied• I know how to make new friends• I can tell you some ways I am different from my friends



Year 2	<p><u>Being Me in My World:</u></p> <ul style="list-style-type: none">• I can identify some of my hopes and fears for this year• I can understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions• I can listen to other people and contribute my own ideas about rewards and consequences• I can listen to other people and contribute my own ideas about rewards and consequences• I understand how following the Learning Charter will help me and others learn• I recognise the choices I make and understand the consequences <p><u>Celebrating Difference:</u></p> <ul style="list-style-type: none">• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)• I understand that bullying is sometimes about difference• I can recognise what is right and wrong and know how to look after myself• I understand that it is OK to be different from other people and to be friends with them• I can tell you some ways I am different from my friends
Year 3	<p><u>Being Me in My World:</u></p> <ul style="list-style-type: none">• Learn about the impact we can make in society• Talking 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. <p><u>Celebrating Difference:</u></p> <ul style="list-style-type: none">• Learn to accept everyone is different• Include others when working or playing• Identify ways to overcoming bullying and solve problems• Understand why using kind words and giving/receiving compliments is important



Year 4	<p><u>Being Me in My World:</u></p> <ul style="list-style-type: none">• Know 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 <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• 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 I know what to do if I think it is going on but I'm not sure• 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 when I got to know them
Year 5	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• 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 <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• Understand that cultural differences sometimes cause conflict• Know what racism is; know that rumour-spreading and name-calling can be bullying behaviours and about types of bullying• Compare my life with the lives of others in developing countries• Understand a different culture from my own
Year 6	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• I feel welcome and valued and know how to make others feel the same.• I understand my own wants and needs and can compare these with children in different communities.• I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.• I can contribute to the group and understand how we can function best as a whole <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• I can empathise with people who are different.• I am aware of my attitude towards people who are different.• I know how it can feel to be excluded or treated badly by being different in some way.• I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.



Art & D&T/Expressive Arts & Design

Reception	<p><u>Drawing: Marvellous marks</u></p> <ul style="list-style-type: none">• Mark making with wax crayons - WALT: Investigate the marks and patterns made by different textures.• Mark making with felt tips - WALT: Explore mark making with felt tips.• Mark making with chalk - WALT: Explore mark making with chalk.• Observational pencil drawings - WALT: Explore mark making using pencils.• Drawing faces - WALT: Create a simple observational drawing.• Drawing faces in colour - WALT: Use a variety of colours and materials to create a self-portrait. <p><u>Structures: Junk modelling</u></p> <ul style="list-style-type: none">• Exploring junk modelling - WALT: Explore and investigate the tools and materials in the junk modelling area.• Cutting and Scissor Skills - WALT: Develop scissor skills and investigate cutting different materials.• Choosing Resources - WALT: To learn how to plan and select the correct resources needed to make a model.• Making Models - WALT: Verbally plan and create a junk model.• Evaluation & Presentation - WALT: Share a finished model and talk about the processes in its creation.• Temporary Joins - WALT: Explore different ways to temporarily join materials together.
Year 1	<p><u>D & T Structures: Constructing a windmill</u></p> <ul style="list-style-type: none">• Designing the structure WALT: Include individual preferences and requirements in my design• Assembling the structure WALT: Make a stable structure.• Assembling the windmill WALT: Assemble the components of my structure.• Testing and evaluating WALT: Evaluate my project and adapt my design. <p><u>Drawing: ART Make your mark</u></p> <ul style="list-style-type: none">• Exploring line WALT: Know how to create different types of lines.• Making Waves WALT: Explore line and mark-making to draw water.• Experimenting with media WALT: Draw with different media.• Mark making WALT: Develop an understanding of mark making.• Drawing from observation WALT: Apply an understanding of drawing materials and mark-making to draw from observation.



Year 2	<p><u>Craft and Design - Map It Out</u></p> <ul style="list-style-type: none">• I can investigate maps as a stimulus for drawing• I can 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 <p><u>Structures - Baby Bear's Chair</u></p> <ul style="list-style-type: none">• 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	<p><u>Drawing - Growing Artists</u></p> <ul style="list-style-type: none">• 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. <p><u>Cooking and Nutrition - Eating Seasonally</u></p> <ul style="list-style-type: none">• 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	<p><u>Drawing - Power Prints</u></p> <ul style="list-style-type: none">• 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 <p><u>Structure: Pavilions</u></p> <ul style="list-style-type: none">• Create a range of different shaped frame structures• Design a structure• Build a frame structure• Add cladding to a frame structure



Year 5	<p><u>Electrical Systems</u></p> <ul style="list-style-type: none">• 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 to product <p><u>Sculpture and 3D</u></p> <ul style="list-style-type: none">• 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
Year 6	<p><u>Craft and Design</u></p> <ul style="list-style-type: none">• Apply an 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 <p><u>Textiles</u></p> <ul style="list-style-type: none">• Design a waistcoat• Mark and cut fabric according to a design• Assemble a waistcoat• Decorate your waistcoat



History/Understanding the World

Reception	<p><u>A Peak into the Past:</u></p> <ul style="list-style-type: none">• 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 <p>Adventures through time:</p> <ul style="list-style-type: none">• 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 <p>ELG: know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>ELG: Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>
Year 1	<p><u>How am I making history?</u></p> <ul style="list-style-type: none">• Develop an understanding of personal chronology.• Learn more about my 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	<p><u>How was school different in the past?</u></p> <ul style="list-style-type: none">• Find out how schools have changed over time• Investigate what school was like in the past• Investigate what schools were like in the 1900's• Compare a modern classroom with a classroom 100 years ago• Compare three periods of time• Express a personal response to history



Year 3	<p><u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u></p> <ul style="list-style-type: none">• 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	<p><u>How have children's lives changed?</u></p> <ul style="list-style-type: none">• 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	<p><u>How was life in Tudor England?</u></p> <ul style="list-style-type: none">• 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	<p><u>What does the census tell us about our local area?</u></p> <ul style="list-style-type: none">• 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	<p><u>Around My School:</u></p> <ul style="list-style-type: none">• 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. <p>Explore our local community e.g., Library</p>
Year 1	<p><u>What is it like here?</u></p> <ul style="list-style-type: none">• 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	<p><u>Would you prefer to live in a hot or cold place?</u></p> <ul style="list-style-type: none">• I can name and locate the seven continents• I can locate the North and South Poles• I can locate the Equator on a world map• I can compare the UK and Kenya• I can investigate local weather conditions• I can identify key features of hot and cold places
Year 3	<p><u>Living in a City - Researching the UK</u></p> <ul style="list-style-type: none">• 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	<p><u>Why are rainforests important to us?</u></p> <ul style="list-style-type: none">• 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 why tropical rainforest 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	<p><u>Mountains</u></p> <ul style="list-style-type: none">• 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	<p><u>Economic Activity and Trade Links - The UK and El Salvador</u></p> <ul style="list-style-type: none">• 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	<p><u>Physics - Light, Space, Electricity & Movement</u></p> <ul style="list-style-type: none">• What happens at Night? - use appropriate language to talk about what happens at night, including dark, light, the Sun, Moon and stars.• What is in the Sky? - name and describe a range of living and non-living things that are in the sky.• What is the moon? - describe the Moon's appearance and what an astronaut does.• What makes it move? - demonstrate how a push or a pull is needed to make an object move.• How does my toy work? - demonstrate and describe, using the words 'push', 'pull' and 'twist', what they need to do to make a toy move.• What floats? - talk about objects that float and sink, referring to the size, shape and mass of the object, and what it is made from, and link this to their first-hand experience. <p><u>Seasonal Changes</u></p> <p>What is happening to the trees? - describe the physical changes they notice on and around a tree during the season of autumn.</p>
Year 1	<p><u>Animals including Humans: Looking at Animals</u></p> <ul style="list-style-type: none">• 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 structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
Year 2	<p><u>Animals and their habitats</u></p> <ul style="list-style-type: none">• I can observe and identify what plants and animals live in different habitats• I can record changes in the number & types of animals found in a habitat during the year• I can understand how animals depend on each other for food• I can observe how animals change over time• I can recognise and compare the main components of some different habitats• I can construct examples of food chains for a selection of habitats <p><u>Materials</u></p> <ul style="list-style-type: none">• I can describe objects, including naming the material from which they are made• I can identify objects made of particular materials• I can explain if a material is a good choice for an object• I can test different fabrics to decide which is the best to use for dungarees• I can test different fabrics to find out how much light passes through• I can test different materials to find out which is suitable for a teabag



Year 3	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none">• Identify 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• Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p><u>Rocks</u></p> <ul style="list-style-type: none">• 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	<p><u>Electricity</u></p> <ul style="list-style-type: none">• 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 <p><u>Sound</u></p> <ul style="list-style-type: none">• identify how sounds are made, associating some of them with something vibrating• recognise that vibrations from sounds travel through 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	<p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none">• Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird. <p><u>Earth and Space</u></p> <ul style="list-style-type: none">• describe the movement of the Earth and other planets relative to the sun in the solar system• describe the movement of the moon relative to the Earth• describe the sun, Earth and moon as approximately spherical 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

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects 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

Electricity

- 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



Computing/Understanding the World

Reception	<p><u>Computing Systems & Networks: Using a Computer</u></p> <ul style="list-style-type: none">• 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 <p><u>Programming 1 - All About Instructions</u></p> <ul style="list-style-type: none">• Follow instructions• Give simple instructions• Follow instructions as part of a game• Learn to debug when things go wrong <p>Learn that an algorithm is a set of instructions to carry out a task in a specific order</p>
Year 1	<p><u>Computing Systems & Networks - Improving Mouse Skills</u></p> <ul style="list-style-type: none">• Log into a computer and access a website• Develop mouse skills• Use mouse skills to draw and edit shapes <p><u>Programming 1: Algorithms Unplugged</u></p> <ul style="list-style-type: none">• Understand what an algorithm is• Follow instructions precisely to carry out an action• Understand and be able to explain what decomposition is• Know how to debug an algorithm
Year 2	<p><u>Computing Systems & Networks - What is a computer?</u></p> <ul style="list-style-type: none">• I can recognise the parts of a computer• I can recognise how technology is controlled• I can recognise technology• I can create a design for an invention• I can understand the role of computers <p><u>Programming - Algorithms & Debugging</u></p> <ul style="list-style-type: none">• I can decompose a game to predict the algorithms that are used.• I can understand that computers can use algorithms to make predictions• I can plan algorithms that will solve problems• I can understand what abstraction is• I understand what debugging is



Year 3	<p><u>Computing systems and Networks 1 - Networks and the internet (Microsoft Office 365)</u></p> <ul style="list-style-type: none">• To understand what a network is and understand our school network• To understand how the internet works and explain a website's journey• To understand the role of packets <p><u>Computer systems and Networks 3 - Journey inside a computer</u></p> <ul style="list-style-type: none">• To recognise basic inputs and outputs• To decompose a laptop• To decompose a tablet computer
Year 4	<p><u>Computing Systems & Networks - Collaborative Learning</u></p> <ul style="list-style-type: none">• Understand the need to be thoughtful when working on a collaborative document.• Use comments to suggest changes to a document and understand how to resolve comments.• Plan a survey for Microsoft Form with a range of different questions types that will provide different types of answer, e.g. text, multiple choice or numerical values.• Create a Microsoft Form with a range of different question types that will provide different types of answer, e.g. text, multiple choice or numerical values.• Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers. <p><u>Programming 1 - Further Coding with Scratch</u></p> <ul style="list-style-type: none">• Understand how to create a simple script in Scratch - be able to change sprite and prevent the sprite from rotating.• Use decomposition to identify key features and understand how to decipher actions that make the quiz game work.• Understand what a variable is and how to use the 'say' and 'ask' blocks.• Create a variable and be able to use a variable to record a score.• Understand what a variable is and how it works within a program.
Year 5	<p><u>Computing Systems & Networks - Search Engines</u></p> <ul style="list-style-type: none">• Understand what a search engine is and how to use it• Be aware that not everything online is true• Search effectively• Create an informative poster <p><u>Data Handling - Mars Rover</u></p> <ul style="list-style-type: none">• Identify how and why data is collected from space• Read and calculate numbers using binary code• Use simple operations to calculate bit patterns



Year 6	<p><u>Computing Systems and Networks - Bletchley Park</u></p> <ul style="list-style-type: none"> • Explain that codes can be used for a number of different reasons and decode messages. • Explain how to ensure a password is secure and how this works. • Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes. • Explain the importance of historical figures and their contribution towards computer science. <p><u>Programming: Introduction to Python</u></p> <ul style="list-style-type: none"> • Decomposing a program into an algorithm. • Writing increasingly complex algorithms for a purpose. • Debugging quickly and effectively to make a program more efficient. • Remixing existing code to explore a problem. • Using and adapting nested loops. • Programming using the language Python.
Music/Expressive Arts & Design	
Reception	<p>Through Moo Music Sessions:</p> <ul style="list-style-type: none"> • Enjoy moving in a range of ways • Begin to join in with moving, dancing and ring games • Begin to make their own music, using a variety of different instruments • Learn to follow directions <p>Show variability in listening behaviour</p>
Year 1	<p><u>Hey You!</u></p> <ul style="list-style-type: none"> • 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 Sugarhill 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 <p><u>Rhythm In The Way We Walk by Joanna Mangona</u></p> <ul style="list-style-type: none"> • 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 <p>When I’m 64 by The Beatles The Banana Rap-End of unit performance.</p>



Year 2	<p><u>Hands, Feet, Heart</u></p> <ul style="list-style-type: none">• 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 <p><u>Ho Ho Ho</u></p> <ul style="list-style-type: none">• 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 <p>Listen and appraise 'Fly Me to the Moon' by Frank Sinatra. Prepare for the end-of-unit performance</p>
Year 3	<p><u>Let Your Spirit Fly Style - R&B, Western Classical, Musicals, Motown, Soul</u></p> <ul style="list-style-type: none">• 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 <p><u>Glockenspiel - Stage 1</u></p> <ul style="list-style-type: none">• Learn to play and read the notes C, D, E & F• Improvise using the notes C & D <p>Compose using the notes C, D, E & F Perform improvisations, instrumental performances & compositions</p>



Year 4	<p><u>Mamma Mia: Style - ABBA</u></p> <ul style="list-style-type: none">• 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 <p><u>Glockenspiel - Stage 1</u></p> <ul style="list-style-type: none">• Learn to play and read the notes C, D, E, F & G• Compose using the notes C, D, E, F & G <p>Perform improvisations, instrumental performances & compositions</p>
Year 5	<p><u>Livin' on a Prayer: Style - Rock</u></p> <ul style="list-style-type: none">• 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 <p><u>Classroom Jazz 1</u></p> <ul style="list-style-type: none">• 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 <p>Perform improvisations, instrumental performances & compositions</p>



Year 6

Happy

- 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

Classroom Jazz 2

- 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



PE/Physical Development

Reception	<p><u>Gymnastics - Unit 1 & 2</u></p> <ul style="list-style-type: none">• Develop confidence in fundamental movements.• Experience jumping, sliding, rolling, moving over and under apparatus.• Develop coordination and gross motor skills.• To learn and refine a variety of shapes, jumps, balances and rolls.• To link simple balance, jump and travel actions.
Year 1	<p><u>Dance Unit 1 & 2</u></p> <ul style="list-style-type: none">• Become increasingly competent and confident in fundamental basic ABC in relation to dance activity.• Develop and perform simple movement patterns.• To perform a simple movement pattern (motif) in a given formation.
Year 2	<p><u>Attack Defend Shoot</u></p> <ul style="list-style-type: none">• I can send the ball varying distances using harder and softer kicks• I can receive and stop the ball with feet• I can work as a team to keep possession in a defined area• I can play as part of a team to attack and defend• I can move the ball using basketball-style dribbling• I can attack collaboratively and make decisions on where to stand when defending as part of a team <p><u>Dance</u></p> <ul style="list-style-type: none">• I can explore whole body actions to create movements as a group or pair• I can create a sequence of movements for performance with starting and finishing positions• I can explore unison, levels and canon within the choreography• I can explore the theme of Penguin Small's adventure• I can explore footwork creatively, based on a visual stimulus• I can select actions as a group to create a short dance phrase which reflects rhythmic qualities



Year 3	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none">• 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;• Ball handling to run past defenders and evade taggers and tag protocol. <p><u>Football</u></p> <ul style="list-style-type: none">• 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; <p>Use the inside and outside of the foot in order to trap the ball.</p>
Year 4	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none">• 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;• Ball handling to run past defenders and evade taggers and tag protocol. <p><u>Football</u></p> <ul style="list-style-type: none">• To run onto the ball to receive it• To explore front and goal-side marking techniques• To perform a standing tackle to dispossess an attacker• To dribble, showing good control to progress forward• To pass and receive the ball over longer distances• To perform passing and moving with a teammate



Year 5	<p><u>Swimming</u></p> <ul style="list-style-type: none">• Swim competently, confidently and proficiently over a distance of at least 25 metres.• Bring control and fluency to at least one recognised stroke.• Implement good breathing techniques to allow for smooth stroke patterns.• Attempt personal survival techniques as an individual with success. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none">• 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.
Year 6	<p><u>Swimming</u></p> <ul style="list-style-type: none">• Swim competently, confidently and proficiently over a distance of at least 25 metres.• Bring control and fluency to at least one recognised stroke.• Implement good breathing techniques to allow for smooth stroke patterns. <p><u>Invasion Games</u></p> <ul style="list-style-type: none">• Apply aspects of fitness to the game such as power, strength, agility and coordination.• Choose and implement a broader range of strategies to play defensively and offensively.• Grasp more technical aspects of the game.• Observe, recognise and analyse good individual and team performances.



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

Reception	<ul style="list-style-type: none">• Greetings - 'Buenos dias' or 'Hola'• Respond to 'where is [insert name]?' by saying 'I am here'.
Year 1	<ul style="list-style-type: none">• Greetings and introductions• Colours• Numbers• Days of the week• Shapes• Songs, Rhymes and Games
Year 2	<ul style="list-style-type: none">• Basic greetings and introductions.• Animals and colours based on the book Brown Bear, Brown Bear• Using knowledge of above vocabulary to create sentences using verbs, connectives, adjectives and negatives.• Fruits and food based on the Hungry Caterpillar.• Express opinions about different foods and give a reason using connectives, adjectives and negatives.
Year 3	<p><u>Greetings with Puppets</u></p> <ul style="list-style-type: none">• 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	<p><u>Pets</u></p> <ul style="list-style-type: none">• 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 their tone to express emotion and engage their audience.
Year 5	<p><u>Describing friends and family members</u></p> <ul style="list-style-type: none">• 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	<p><u>Clothing</u></p> <ul style="list-style-type: none">• 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.