



## Summer Term 2025 Curriculum

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

Reception

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

*Passing on the good news of Jesus.*

- The children will learn that everyone has Good News to share and about Pentecost: the celebration of the Good News of Jesus.

#### **Other Faiths - Hinduism**

- Learning about the festival of Diwali

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

*Friends of Jesus*

- The children will learn that we can make friends and understand that Jesus had good friends and what Jesus tells us about friendship.

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

*God's wonderful world*

- The children will learn what we love and wonder about our world and understand that God gave us this wonderful world.



### Ends of the Earth

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

### Dialogue and Encounter

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

### Our Values:

Eloquent & Truthful and Learned & Wise



### Ends of the Earth

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

### Dialogue and Encounter

- I know and understand that Mass is a great gift from Jesus
- I can recall and describe the different parts of the Mass
- I can retell the parable of the Good Samaritan
- I can explain the special teaching with the parable of the Good Samaritan
- I can plan and prepare a class fundraising event to support CAFOD
- I can recognise and understand what it means to be 'Christian'
- I understand that Catholics are Christians
- I can share different examples of what Jesus asks us to do as Christians

### Our Values:

Compassionate & Loving and Faith-Filled & Hopeful



Year 3

### Ends of the Earth

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

### Dialogue and Encounter

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

### Our Values:

Eloquent & Truthful and Learned & Wise



### Ends of the Earth

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

### Dialogue and Encounter

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

### Our Values:

Eloquent & Truthful and Learned & Wise



**Pentecost/Serving: Transformation**

- LF1: On the road to Emmaus
- LF2: The gift of the Holy Spirit for everyone
- LF3: Saul is transformed
- LF4: Transformed by the Holy Spirit
- LF5: The fruits of the Holy Spirit
- LF6: Living transformed by the Holy Spirit

**Reconciliation/Inter-relating: Freedom and Responsibility**

- LF1: The giving of the Ten Commandments
- LF2: The Ten Commandments
- LF3: The greatest Commandment
- LF4: Using freedom for good
- LF5: Absolution
- LF6: God is loving and merciful

**Universal Church - World: Stewardship**

- LF1: The wonders of God's creation
- LF2: The task of stewardship - caring for God's creation
- LF3: Ways to be stewards of God's creation
- LF4: We are called to Stewardship
- LF5: Caring for God's people
- LF6: Being good stewards of all the resources entrusted to us

**Our Values:**

Compassionate & Loving; Faith-filled & Hopeful



**Pentecost/Serving: Witnesses**

- LF1: Jesus appears to his disciples.
- LF2: The Ascension of Jesus
- LF3: Stephen chosen to spread the Word.
- LF4: Witnesses to the Easter Message: Lydia.
- LF5: Modern witnesses to the power of the Holy Spirit.
- LF6: Ourselves as witnesses.

**Reconciliation/Inter-relating: Healing**

- LF1: Jesus cares for the sick.
- LF2: Caring for Those in Need; a Christian Responsibility.
- LF3: Anointing the Sick.
- LF4: The Sacrament of the Anointing of the Sick during Mass.
- LF5: The Sacrament of the Anointing of the Sick for Those Who are Very Ill.
- LF6: Lourdes, a place of healing.

**Universal Church - World: Common Good**

- LF1: God asks us to live justly.
- LF2: God sent Jesus to bring the Good News to everyone.
- LF3: Jesus taught us how to live justly in our world.
- LF4: Catholic Social Teaching is about continuing the work of Jesus.
- LF5: The Common Good.
- LF6: Jesus gave Christians a new way of living.

**Our Values:**

Eloquent & Truthful and Learned & Wise



## Religious Education: Our Other Faiths - Islam

Reception	<ul style="list-style-type: none"><li>• To explore how and when Muslims pray</li><li>• To explore Islamic celebrations</li><li>• To explore the signs and symbols of Islamic prayer</li></ul>
Year 1 and 2	<p>Muslim Beliefs</p> <ul style="list-style-type: none"><li>• To understand the importance of Allah in Islam</li><li>• To know that Muslims learn about Allah from the Qur'an</li><li>• To learn how Muslims show their respect and appreciation for what Allah created.</li><li>• To retell the story of the Crying Camel</li></ul> <p>Allah's teaching from The Qur'an</p> <ul style="list-style-type: none"><li>• To understand the importance of the Qur'an in Islam</li><li>• To know that Allah sent the Prophet Muhammad (pbuh) to give his guidance and his teaching</li><li>• To learn about sacrifice and fasting during Ramadan</li><li>• To know that Id ul Fitr is the celebration of the end of Ramadan</li></ul>
Year 3 and 4	<p><b>Islam - Commitment to belief</b></p> <ul style="list-style-type: none"><li>• To know Jews believe in One God and make links between this belief and scripture</li><li>• To understand how the Jewish people express their love of God</li><li>• To describe the role of a Rabbi and how they fulfil their role</li></ul> <p><b>Islam - Guidance</b></p> <ul style="list-style-type: none"><li>• To know Jews believe in One God and make links between this belief and scripture</li><li>• To understand how the Jewish people express their love of God</li><li>• To describe the role of a Rabbi and how they fulfil their role</li><li>• To know about the different parts of the Mosque and their significance</li></ul>



### The Five Pillars of Islam

- To understand that The Five Pillars of Islam are the foundations of Muslim life
- To know the names of the Five Pillars
- To explain what each of the Five Pillars of Islam mean to Muslims
- To explore the pillars of our own beliefs

### Hajj - The journey of a Lifetime

- To understand that Hajj is a pilgrimage made to the House of Allah in Makkah
- To know and understand the significance of what pilgrims do
- To explain how the festival of Id ul Adha is associated with the Hajj
- To demonstrate understanding of the Hajj experience for Muslims



## PSHE/Personal, Social and Emotional Development

### Life to the Full - TenTen

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

- Unit 1: Religious Understanding - Introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans.
- Unit 2: Me, My Body, My Health - Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities.
- Unit 3: Emotional Well-Being - Children will learn about likes, dislikes and self-acceptance.
- Unit 4: Life Cycles - Children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older.

#### Module 2: Created to Love Others

- Unit 1: Religious Understanding - Children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel.
- Unit 2: Personal Relationships - Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus - but that Jesus teaches us how to forgive ourselves and others.
- Unit 3: Life Online - Children will learn some basic rules to help them stay safe online
- Unit 4: Keeping Safe - Children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them.

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

- Unit 1: Religious Understanding - Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too.
- Unit 2: Living in the Wider World - Children to extend their understanding of communities from Unit 1, as they learn about the responsibilities, they have to people, places and the planet now and increasingly as they get older.



## Life to the full Ten Ten

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

- Unit 1 - Religious Understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him.
- Unit 2 - Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do!
- Unit 3 - Emotional Well-Being, children will meet presenters Zoe and Joey and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs.
- Unit 4 - Life Cycles returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle, including the end of life.

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

- Unit 1 - Religious Understanding begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.
- Unit 2 - Personal Relationships children once again meet Super Susie, who helps them to identify the 'special people' in their lives who they love and can trust.
- Unit 3 - Life Online helps children to understand that just like we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too.
- Unit 4 - Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores teaching on physical boundaries, incorporating the PANTS resource by the NSPCC.

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

- Unit 1 - Religious Understanding children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity - God as a three in one community of love - and think about what the Trinity means for them.
- Unit 2 - Living in the Wider World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.



Year 2	<p><b>Me, My Body, My Health</b></p> <ul style="list-style-type: none"><li>• I am unique</li><li>• Girls and boys</li><li>• Clean and healthy (My Body)</li></ul> <p><b>Emotional Well-Being</b></p> <ul style="list-style-type: none"><li>• Feelings, likes &amp; dislikes</li><li>• Feeling inside out</li><li>• Super Susie gets angry</li></ul> <p><b>Life Cycles</b></p> <ul style="list-style-type: none"><li>• The cycle of life</li><li>• Beginnings and endings</li></ul> <p><b>Life Online</b></p> <ul style="list-style-type: none"><li>• Real life online</li><li>• Rules to help us</li></ul> <p><b>Religious Understanding</b></p> <ul style="list-style-type: none"><li>• Three in one</li><li>• Who is my neighbour?</li></ul>
Year 3	<p><b>Module 1: Religious Understanding</b></p> <ul style="list-style-type: none"><li>• Children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live</li><li>• Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven</li></ul> <p><b>Module 2: Personal Relationships</b></p> <ul style="list-style-type: none"><li>• Children will identify more complex relationships in their lives, including family, friends and other people, and explore how to relate to people within these different relationships</li><li>• Children will discuss what it means to be a good friend and learn some strategies to use when relationships become difficult</li><li>• children will learn how to recognise bullying and abuse (including physical bullying and emotional bullying online).</li><li>• Children will take part in discussions and roleplay activities to consider how bullying affects people, and what strategies can be employed to resist pressure and practise resilience</li></ul> <p><b>Module 3: Religious Understanding</b></p> <ul style="list-style-type: none"><li>• Children will develop their understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities</li><li>• Children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others</li></ul>



Year 4	<p>Module 1: Created and Loved by God</p> <ul style="list-style-type: none"> <li>• Unit 1: Religious Understanding explores the Gospel story Jairus' daughter in various creative and reflective ways.</li> <li>• Unit 2: Children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God.</li> <li>• Unit 3: Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy.</li> <li>• Unit 4: Life Cycles explores the miraculous nature of human conception and birth and offers an opportunity for thanksgiving.</li> </ul> <p>Module 2: Created to Love Others</p> <ul style="list-style-type: none"> <li>• Unit 1: Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us.</li> <li>• Unit 2: Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult.</li> <li>• Unit 3: Life Online incorporates how quickly things can be shared around the world online. Focus is also given to online chatting and cyberbullying.</li> <li>• Unit 4: Keeping Safe features teaching on physical, emotional and sexual abuse through a series of animated stories.</li> </ul> <p>Module 3: Created to Live in Community</p> <ul style="list-style-type: none"> <li>• Unit 1: Religious understanding explores in greater detail the community aspect of the Trinity.</li> <li>• Unit 2: Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from Together For The Common Good.</li> </ul>
Year 5	<p>Module One</p> <ul style="list-style-type: none"> <li>• Calming the storm</li> </ul> <p>Module Two</p> <ul style="list-style-type: none"> <li>• God is calling you</li> <li>• Under pressure</li> <li>• Do you want a piece of cake?</li> <li>• Self-talk</li> <li>• Sharing isn't always caring</li> <li>• Cyberbullying</li> <li>• Types of abuse</li> <li>• Impacted lifestyles</li> <li>• Making good choices</li> <li>• Giving assistance</li> </ul> <p>Module Three</p> <ul style="list-style-type: none"> <li>• The Holy Trinity</li> <li>• Catholic Social Teaching</li> <li>• Reaching out</li> </ul>



**Year 6**

**Module One**

- Calming the storm
- Gifts and Talents
- Girls' Bodies
- Boys' Bodies
- Spots and Sleep
- Body Image
- Peculiar Feelings
- Emotional Changes
- Seeing Stuff Online
- Making Babies
- Menstruation
- Hope Beyond Death

**Module Two**

- Build Others Up

**Module Three**

- The Holy Trinity
- Catholic Social Teaching
- Reaching Out



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

Reception

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

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

### DT: Structures - Boats

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



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



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



Year 6

### **Making Memories**

- I can analyse how art can explore the concept of self
- I can explore sculptural techniques
- I can use creative experience to develop ideas and plan a sculpture
- I can apply an understanding of materials and techniques to work in 3D
- I can problem solve, evaluate and refine artwork to achieve a chosen outcome

### **Navigating the World**

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



## History/Understanding the World

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



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



## Geography/Understanding the World

Reception	<p><b>Exploring Maps:</b></p> <ul style="list-style-type: none"><li>• I can find and name familiar features on maps</li><li>• I can consider shapes and positions of features when making a map</li><li>• I can build and describe a model of a familiar place</li><li>• I can describe a journey using found objects as prompts</li><li>• I can explore a range of maps</li><li>• I can apply their knowledge of maps to make their own</li></ul> <p><b>Outdoor Adventures:</b></p> <ul style="list-style-type: none"><li>• I can explore natural objects using the senses</li><li>• I can explore and make observations of the world around them</li><li>• I can describe the effects of different weather conditions</li><li>• I can use the sense to observe and talk about experiences whilst outside</li><li>• I can begin to notice some of the features of the changing seasons</li><li>• I can begin to recognise seasonal weather conditions</li></ul>
Year 1	<p><b>What is it like to live in Shanghai?</b></p> <ul style="list-style-type: none"><li>• What can we see in our local area?</li><li>• Can we map our local area?</li><li>• Where in the world is China?</li><li>• What can you see in China?</li><li>• What is Shanghai like?</li><li>• How is Shanghai different from our local area?</li></ul>
Year 2	<p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"><li>• I can locate the seas and oceans surrounding the UK</li><li>• I can explain what the coast is</li><li>• I can identify the physical features of the coast</li><li>• I can identify human features on the coast</li><li>• I can investigate how people use the local coast</li><li>• I can present findings on how people use the local coast</li></ul>



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



## Science/Understanding the World

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



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



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



## Computing/Understanding the World

Reception	<p><b>Programming 2: BeeBots</b></p> <ul style="list-style-type: none"><li>• I can follow a simple sequence of instructions</li><li>• I can experiment with programming a Bee-Bot</li><li>• I can give simple commands and debug instructions when things go wrong</li><li>• I can follow an algorithm as part of an unplugged game</li><li>• I can programme a BeeBot with simple commands and debug instructions when things go wrong</li></ul> <p><b>Introduction to Data</b></p> <ul style="list-style-type: none"><li>• I can sort and categorise objects</li><li>• I can explain how items have been sorted and categorised</li><li>• I can sort and categorise objects and explain how they have been sorted</li><li>• I can explore and understand the concept of branch databases</li><li>• I can read a simple pictogram and represent data in a pictogram</li></ul>
Year 1	<p><b>Programming 2 Beebot</b></p> <ul style="list-style-type: none"><li>• I can explore a new device.</li><li>• I can create a demonstration video.</li><li>• I can program a device.</li><li>• I can plan and follow a precise set of instruction.</li><li>• I can create a program that tells a story.</li></ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"><li>• I can represent data in different ways.</li><li>• I can use technology to represent data.</li><li>• I can collect and record data.</li><li>• I can sort data.</li><li>• I can design an invention to gather data</li></ul>



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



Year 5	<p><b>Programming</b> I can:</p> <ul style="list-style-type: none"><li>• tinker with Scratch music elements</li><li>• create a program that plays themed music</li><li>• plan a soundtrack program</li><li>• program a soundtrack</li><li>• program music for a specific purpose</li><li>• tinker with a new piece of software</li><li>• program an animation</li><li>• recognise coding structures</li><li>• create a program for a specific task</li><li>• create a program</li></ul>
Year 6	<p><b>Programming:</b> I can:</p> <ul style="list-style-type: none"><li>• tinker with a new piece of software</li><li>• understand nested loops</li><li>• understand basic Python commands</li><li>• use loops when programming</li><li>• understand the use of random numbers</li></ul> <p><b>Skills Showcase</b> I can:</p> <ul style="list-style-type: none"><li>• design an electronic product</li><li>• code and debug a program</li><li>• use CAD to design a product</li><li>• create a website</li><li>• create and edit a video</li><li>• understand the techniques used in advertising a product</li></ul>



## Music/Expressive Arts & Design

Reception	<p>Through <b>Moo Music and Movement</b> sessions the children will:</p> <ul style="list-style-type: none"><li>• Build a collection of songs and dances</li><li>• Make music in a range of ways</li><li>• Explore their interests and create with a range of different medias</li><li>• Explore a range of art forms, e.g., movement, dance, drama, music, and the visual arts to express themselves</li><li>• Play cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative</li><li>• Introduce a storyline or narrative into their play</li><li>• Create representations of both imaginary and real-life ideas, events, people, and objects and respond imaginatively to art works and objects, e.g., this music sounds likes dinosaurs.</li></ul>
Year 1	<p><b>Your Imagination</b></p> <ul style="list-style-type: none"><li>• <b>Style: Pop</b></li><li>• Listen &amp; appraise:</li><li>• Supercalifragilisticexpialidocious; Pure Imagination; Daydream Believer; Rainbow Connection; A Whole New World</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Learn to sing the song: Your Imagination</li><li>• Play instrumental parts within the song</li><li>• Improvise using voices and/or instruments within the song</li></ul> <p><b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"><li>• Style: Western Classical Music</li><li>• Listen &amp; appraise</li><li>• Reflect : A Song Before Sunrise; The Firebird; The Bird, Grand March from Aida; Bolero; The Lamb</li><li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li><li>• Prepare for a performance of songs and activities from the year</li></ul>



<b>Year 2</b>	<p><b>Friendship Song</b> Style: Popular Music Listen &amp; appraise: Count on Me; We Go Together; You Give a Little Love; That's What Friends Are For; You've Got a Friend in Me Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Learn to sing the song: Friendship Song Play instrumental parts within the song Improvise using voices and/or instruments within the song Perform compositions within the song</p> <p><b>Reflect, Rewind &amp; Replay</b> Style: Western Classical Music Listen &amp; appraise - Reflect : Peer Gynt Suite - Anitra's Dance; Brandenburg Concerto No. 1; From The Diary of a Fly; Fantasia on Greensleeves; Dance of the Sugar Plum Fairy; The Robots Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Prepare for a performance of songs and activities from the year</p>
<b>Year 3</b>	<p><b>Bringing Us Together</b> Style: Pop</p> <p>Listen &amp; appraise: Good Times; Ain't Nobody; We Are Family, Ain't No Stopping Us Now; Car Wash Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders Learn to sing the song: Bringing Us Together Play instrumental parts within the song by ear and/or from notation Improvise using voices and/or instruments within the song Perform compositions within the song Prepare for the end of unit performance</p> <p><b>Reflect, Rewind and Replay</b> Style: Western Classical Music</p> <p>Listen &amp; appraise Reflect : L'Homme Arme; Les Tricoteuses; The Clock: Il Andante; Liszt Piano Concerto; Prelude A L'Apres-Midi D'Un Faune; Music For Large &amp; Small Ensembles Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders Prepare for a performance of songs and activities from the year</p>



Year 4

### **Blackbird**

Listen & appraise:

Yellow Submarine; Hey Jude; Can't Buy Me; Yesterday; Let It Be

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: Blackbird

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance

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

Style: Western Classical Music

Listen & appraise

Reflect La Quinta Estampa Real; The Arrival of the Queen of Sheba; Moonlight Sonata; Bridal March; Rhapsody in Blue; Einstein on the Beach

Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders

Prepare for a performance of songs and activities from the year



Year 5	<p><b>Dancing In The Street</b> <b>Style: Motown</b> Listen &amp; appraise: Dancing in the street; I can't help myself; I heard it through the grapevine; Ain't no mountain high enough; You are the sunshine of my life Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Learn to sing the song: Dancing in the street Play instrumental parts within the song Improvise using voices and/or instruments within the song Perform compositions within the song</p> <p><b>Reflect, Rewind &amp; Replay</b> <b>Style: Western Classical Music</b> Listen &amp; appraise: Music for Compline; Dido And Aeneas: Overture by Henry Purcell (Baroque era); Symphony No 5 in C minor Opus 67 (allegro con brio) by Ludwig van Beethoven (Romantic era); Minute Waltz in D flat major Opus 64 No 1 by Chopin (Romantic era); Central Park In The Dark by Charles Edward Ives (Early 20th Century); Clapping Music by Steve Reich (Contemporary). Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Prepare for a performance of songs and activities from the year</p>
Year 6	<p><b>Music and Me</b> <b>Style: Contemporary, Music &amp; Identity</b> Listen &amp; appraise: Anna Meredith - Something Helpful; Shiva Feshareki - O and V-A-C Moscow; Eska Mtungwazi - Heroes and Villains and Shades of Blue; Afrodeutsche - And! And the Middle Middle Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders Write your own music using Music and Me (Identity) as a theme Perform compositions at the end of unit performance.</p> <p><b>Reflect, Rewind and Replay</b> <b>Style: Western Classical Music</b> Listen &amp; Appraise L'Autrier Pastoure Seoit; Armide Overture; The Marriage of Figaro: Overture; Erlkönig (D 382 Opus 1 Wer Reitet So Spät); Sonata for Horn; Homelands Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders Prepare for a performance of songs and activities from the year.</p>



## PE/Physical Development

### Reception

Summer 1

Dance Dinosaurs

- To develop the ability to create movements to music.
- To practise movements and join them together to create a motif.
- To practise and improve a dance motif.
- To work as a team to create a short dance.
- To remember and perform a short dance.
- To evaluate and improve a short dance.

Summer 2

Games: The Olympics

- To develop the ability to throw an object.
- To develop the ability to move at speed.
- To adapt the body when moving at speed.
- To learn how to jump safely.
- To develop the ability to jump in different ways.



Summer 1

Multi-skills Bat and Ball

- To develop balance and co-ordination when holding a racket.
- To master basic movements and apply these in a range of activities.
- To develop balance and co-ordination when hitting a ball or beanbag.
- To develop balance and co-ordination when playing a small-sided game.
- To develop balance and co-ordination when using a cricket bat.
- To develop balance and co-ordination when hitting a ball.
- To develop balance and co-ordination when applying bat and ball skills.

Summer 2

Athletics

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of sprinting in a race.
- To use appropriate skills and technique to sprint in a race.
- To be able to balance an egg on a spoon while racing against others.
- To jump in a sack while racing against others.
- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of throwing towards a target.
- To throw overarm and underarm to reach a target.
- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of travelling with a football around obstacles in a race.
- To travel in different directions while pushing a football with the feet.
- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of competing in an obstacle race.
- To travel using a range of movements across obstacles in a race.



### Summer 1

#### Gymnastics Under The Sea

- To develop balance, agility and co-ordination when balancing on different parts of the body.
- To perform and improve upon balances on different parts of the body.
- To develop balance, agility and co-ordination by performing balances with a partner.
- To create matching balances with a partner.
- To develop balance, agility and co-ordination when rolling.
- To roll in different ways while showing control.
- To develop balance, agility and co-ordination when jumping.
- To jump safely in a variety of ways, including on and off apparatus
- To develop balance, agility and co-ordination by combining movements to create a sequence.
- To combine a selection of movements to create a gymnastic sequence.
- To develop balance, agility and co-ordination by working with a partner to create a sequence.
- To work with a partner to create a matching sequence.

### Summer 2

#### Athletics

- To master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events.
- To show the Olympic values of friendship and respect in a jumping for height activity.
- To show the Olympic value of excellence in a throwing for accuracy activity.
- To show the Olympic value of determination in a running activity.
- To show the Olympic value of courage in a running activity.
- To show the Olympic value of equality in a jumping for distance activity.
- To show the Olympic value of inspiration in athletics activities.



### Summer 1

#### Striking and Fielding

- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- I can catch with accuracy.
- I can use an overarm throw to hit a target with accuracy.
- I can strike a ball in an intended direction.
- I can work cooperatively to field a ball.
- I can use striking and fielding skills in a game.

### Summer 2

#### Athletics

- To use running, jumping, throwing and catching in isolation and in combination.
- To practise and refine existing running, jumping and throwing skills.
- To develop flexibility, strength, technique, control and balance.
- To compare performances with previous ones and demonstrate improvement to achieve a personal best.
- To sprint effectively.
- To run over hurdles.
- To jump for distance.
- To develop and refine different throwing techniques
- To learn different push throw techniques.



Summer 1  
Cricket

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

Summer 2  
Athletics

- To develop flexibility, strength, technique, control and balance; to use running, jumping, throwing and catching in isolation and in combination.
- To use and apply existing running, jumping and throwing skills.
- To compare performances with previous ones and demonstrate improvement to achieve a personal best.
- To improve running technique for sprinting.
- To use running, jumping, throwing and catching in isolation and in combination.
- To develop flexibility, strength, technique, control and balance.
- To practise relay running.
- To jump for distance using the standing triple jump.
- To use running, jumping, throwing and catching in isolation and in combination.
- To learn the pull throw technique.
- To compete in a combined athletics event, aiming to achieve a personal best.



### Summer 1 Rounders

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

### Summer 2 Athletics

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



### Summer 1

#### Cricket

- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- I can react quickly and catch balls thrown at different heights and angles
- I can attack the ball using effective fielding techniques.
- I can throw the ball accurately over a large distance.
- I can strike a bowled ball over a large distance into space.
- I can bowl a ball overarm at a target.
- I can apply striking and fielding skills to complete a circuit of activities.

### Summer 2

#### Athletics

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

#### Basketball

- To develop flexibility, strength, technique, control and balance in the context of the basketball dribbling technique.
- To dribble with a basketball.
- To develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination in the context of basketball passing techniques.
- To use a range of techniques to pass a basketball successfully.



- To develop flexibility, strength, technique, control and balance in the context of pivoting and footwork in basketball.
- To know how to pivot.
- To move effectively around the court.
- To develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of keeping possession in basketball.
- To use strategies to keep possession of the ball.
- To develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of marking and dodging in basketball.
- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of basketball.
- To apply our basketball skills when playing as part of a team in a game.
- To evaluate my performance.



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

Year 1	I can: <ul style="list-style-type: none"><li>• use key everyday phrases</li><li>• recapping introductions and prior learning</li></ul>
Year 2	I can: <ul style="list-style-type: none"><li>• say sentences about the stationery items we use in school and use colours to describe them.</li><li>• use Spanish phonics to write simple words and phrases based upon this year's topics.</li></ul>
Year 3	I can: <ul style="list-style-type: none"><li>• tell the difference between the 2 verbs for 'to be' in Spanish - ser and estar.</li><li>• learn to read and perform a rap and then write an original rap to describe myself and my hobbies.</li></ul>
Year 4	I can: <ul style="list-style-type: none"><li>• Use the future tense to say what we will do at the weekend and in the holidays</li><li>• Learn vocabulary of excursions and holidays so we can ask and answer questions about our summer holidays.</li></ul>
Year 5	I can: <ul style="list-style-type: none"><li>• Use the future tense to say what we will do at the weekend and in the holidays</li><li>• Learn vocabulary of excursions and holidays so we can ask and answer questions about our summer holidays.</li></ul>
Year 6	I can: <ul style="list-style-type: none"><li>• Use the future tense to say what we will do at the weekend and in the holidays</li><li>• Learn vocabulary of excursions and holidays so we can ask and answer questions about our summer holidays.</li></ul>