



Autumn Term Curriculum

Religious Education: Values – Eloquent & Truthful and Learned & Wise	
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>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 into 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 <p><u>Other Faiths – Judaism</u></p> <ul style="list-style-type: none">• Explore how and when Jews pray• Explore Jewish celebrations• Explore the signs and symbols of Jewish prayer
Year 1	<p><u>Creation and Covenant</u></p> <ul style="list-style-type: none">• Understand the story of creation• Understand God’s love and care for us• Learn the Our Father• Learn the Nicene Creed• Learn the meaning of the Laudato Si• Understand the need to care for God’s world <p><u>Prophecy and Promise</u></p> <ul style="list-style-type: none">• Learn about the Annunciation• Learn about Mary’s visit to Elizabeth• Understand that Mary is our Mother• Understand the significance of birth of Jesus• Learn about the visit from the shepherds. <p><u>Other Faiths – Judaism</u></p> <ul style="list-style-type: none">• Know that Shabbat is a family meal• Understand Shabbat as a day of rest• Recognise the worship that takes place during Shabbat



Year 2

Creation & Covenant

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

Prophecy & Promise

- Explain how an angel visited Zechariah in the temple
- Understand the importance of the Annunciation to Mary
- Discuss The Visitation
- Understand that Advent is a time to prepare to celebrate the birthday of Jesus at Christmas
- Re-tell the story of the birth of John the Baptist
- Re-tell the story of the birth of Jesus
- Understand the importance of the visit of the Magi

Other Faiths – Judaism

- Know the Synagogue is a place to worship
- Understand the worship in the Synagogue
- Describe the signs and symbols within a Synagogue



Creation & Covenant

- Describe how either a psalm or a prayer they have studied, praises God for creation
- Make simple links between the first creation story, the belief that all human beings are created equal and an expression of the principle of Catholic Social Teaching about human dignity
- Encounter the belief that human beings are made in the image of God and talk about what this means
- Revisit and remember the first creation story from Genesis
- Know and understand Pope Francis' message that human beings are called to have a loving relationship with God, with each other and with the world
- Describe how a psalm or prayer they have studied praises creation
- Describe stewardship by making simple links between Genesis and people's actions today

Prophecy & Promise

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

Other Faiths – Judaism

- Know Jews believe in One God and make links between this belief and scripture
- Understand how the Jewish people express their love of God
- Describe the role of a Rabbi and how they fulfil their role



Creation and Covenant

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

Prophecy and Promise

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

Other Faiths – Judaism

- Understand the importance of the Torah



- Describe the significance of God giving Moses the Ten Commandments
- Understand the importance of Bar/Bat Mitzvahs

Creation and Covenant

- Retell the story of Abraham and understand God's covenant with him
- Express your point of view about God expecting Abraham to leave his own country and go to a new land
- Understand God's plan and why he chose to send Moses to Pharaoh
- Show understanding of what lessons we can learn from God's calling to Moses
- Describe how the exodus is one of the greatest events in the history of the people of God
- Use scripture as a source, to support a point of view
- Show knowledge and understanding of how God prepared the people of Israel to enter into the Promised Land
- Make a connection between belief in God and the commandments
- Explain how the greatest commandment from Jesus fulfils the Ten Commandments
- Describe how the new commandment informs people's decisions today
- Give examples of living out one of the theological virtues, whilst making links to scripture
- Explain how your decisions are informed by the virtues

Prophecy and Promise

- Show knowledge of how David was chosen to be king
- Express a point of view about why David was the best choice
- Demonstrate how David's actions reflected his belief in God
- Give examples of how the actions of Christians today show their belief in God
- Show knowledge of God's covenant with David
- Evaluate David's achievements as King, giving reasons for your point of view
- Show an in depth understanding of Psalm 23
- Give examples of how you shepherd others today using scripture to support your actions
- Make links between King David and the birth of Jesus
- Recognise how Jesus fulfils the promise God made to David
- Identify the key moments in Jesus' life, according to the Joyful Mysteries of the Rosary
- Reflect on the promises made to St Dominic and show how these promises help people in their Christian life

Other Faiths – Judaism

- Show knowledge and understanding on the celebration of Pesach
- Recall the story of Moses and the escape of the Israelites from Egypt
- Know and explain why the festival of Passover is a freedom festival and describe how Jewish people celebrate today



Creation and Covenant

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

Prophecy and Promise

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

Other Faiths – Judaism

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



PSHE/Personal, Social and Emotional Development

Reception	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• Understand how it feels to belong and that we are similar and different• Start to recognise and manage our feelings• Learn that when we enjoy working with others, it makes school a good place to be• Understand why it is good to be kind and use gentle hands• Begin to understand children's rights and know that we should all be allowed to learn and play• Learn what being responsible means <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• Identify something I am good at and understand everyone is good at different things• Understand that being different makes us all special• Know that we are all different but the same in some ways• Say why I think my home is special to me• Explain how to be a kind friend• Know which words to use to stand up for myself when someone says or does something unkind
Year 1	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• Understand the rights and responsibilities I have as a member of my class• Know my views are valued and can contribute to the Learning Charter• Recognise the choices I make and understand the consequences• Understand my rights and responsibilities within our Learning Charter <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• Identify similarities between people in my class• Identify differences between people in my class• Understand what bullying is• Know some people who I could talk to if I was feeling unhappy or being bullied• Know how to make new friends• Explain some ways in which I am different from my friends



Year 2	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• Identify some of my hopes and fears for this year• Understand the rights and responsibilities I have as a member of my class and school, and the importance of making contributions• Listen to other people and contribute my own ideas about rewards and consequences• Understand how following the Learning Charter will help me (and others) learn• Recognise the choices I make and understand the consequences <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• Start to understand that sometimes people make assumptions about boys and girls (stereotypes)• Understand that bullying is sometimes about difference• Recognise what is right and wrong and know how to look after myself• Understand that it is OK to be different from other people and to be friends with them• Explain some ways in which I am different from my friends
Year 3	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• Learn about the impact we can make in society• Talk about how to welcome others and improve the school community• Understand our right to learn• Care for others' feelings by working well with others and taking ownership for our decisions <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• Learn to accept that everyone is different• Include others when working or playing• Identify ways to overcome bullying and solve problems• Understand why using kind words and giving/receiving compliments is important



Year 4	<p><u>Being Me in My World</u></p> <ul style="list-style-type: none">• Know that my attitudes and actions make a difference to the class team• Understand who is in my school community, the roles they play and how I fit in• Understand how democracy works through the School Council• Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them• Understand how groups come together to make decisions• Understand how democracy and having a voice benefits the school community <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 know what to do if I think it is going on• Know why witnesses sometimes join in with bullying and sometimes don't tell• Identify what is special about me and value the ways in which I am unique• Tell you a time when my first impression of someone changed after I got to know them
Year 5	<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• 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">• Recognise when I feel welcome and valued and know how to make others feel the same• Understand my own wants and needs and compare these with children in different communities• Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them• Know that I can contribute to the group and understand that we function best as a whole <p><u>Celebrating Difference</u></p> <ul style="list-style-type: none">• Empathise with people who are different• Be aware of my attitude towards people who are different• Know how it can feel to be excluded or treated badly because of being different in some way• List a range of strategies for managing my feelings in bullying situations and for problem-solving when I am part of a bullying situation



Art & D&T/Expressive Arts & Design

Reception	<p><u>Drawing: Marvellous marks</u></p> <ul style="list-style-type: none">• Investigate the marks and patterns made by different textures• Explore mark making with felt tips• Explore mark making with chalk• Explore mark making using pencils• Create a simple observational drawing• Use a variety of colours and materials to create a self-portrait <p><u>Structures: Junk modelling</u></p> <ul style="list-style-type: none">• Explore and investigate tools and materials in the junk modelling area• Develop scissor skills and investigate cutting different materials• Learn how to plan and select the correct resources needed to make a model• Verbally plan and create a junk model• Share a finished model and talk about the processes in its creation• Explore different ways to temporarily join materials together
Year 1	<p><u>Drawing: 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 <p><u>Structures: Constructing a windmill</u></p> <ul style="list-style-type: none">• Include individual preferences and requirements in my design• Make a stable structure• Assemble the components of my structure• Evaluate my project and adapt my design



Year 2	<p><u>Craft and Design – Map It Out</u></p> <ul style="list-style-type: none">• Investigate maps as a stimulus for drawing• Learn and apply the steps of the felt-making process• I can experiment with a craft technique to develop an idea• I can develop ideas and apply craft skills when printmaking• I can present artwork and evaluate it against a design brief <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>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 <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 a product
Year 6	<p><u>Craft and Design</u></p> <ul style="list-style-type: none">• Apply understanding of composition to create an effective photomontage advertising poster• Apply understanding of abstract art through photography• Demonstrate an understanding of design choices made for effect using digital photography techniques• Apply an understanding of photography to design and recreate a famous painting• Demonstrate observation and proportion to create art in a photorealistic style <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 a 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><u>Adventures through time</u></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. 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 <i>my</i> history• Explore how we remember events• Find out what childhood was like for our parents and grandparents• Compare childhood now with childhood past• Identify that some things change and some things stay the same
Year 2	<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 1900s• 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 Explore our local community
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"> Name and locate the seven continents Locate the North and South Poles Locate the Equator on a world map Compare the UK and Kenya Investigate local weather conditions Identify key features of hot and cold places
Year 3	<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 the ways in which tropical rainforests are important and understand the threats to the Amazon rainforest Understand how local woodland is being used, using a variety of data collection methods Analyse and present findings on how local woodland is used



Year 5	<p><u>What is life like in the Alps?</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">• Use appropriate language to talk about what happens at night, including dark, light, the Sun, Moon and stars• Name and describe a range of living and non-living things that are in the sky• Describe the Moon's appearance and what an astronaut does• Demonstrate how a push or a pull is needed to make an object move• Demonstrate and describe - using the words 'push', 'pull' and 'twist' - what needs to be done to make a toy move• Talk about objects that float and sink and link this to their first-hand experience <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none">• Describe the physical changes we notice on and around a tree during the season of autumn
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 physical characteristics 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">• Observe and identify what plants and animals live in different habitats• Record changes in the number and types of animals found in a habitat during the year• Understand how animals depend on each other for food• Observe how animals change over time• Recognise and compare the main components of some different habitats• Construct examples of food chains for a selection of habitats <p><u>Materials</u></p> <ul style="list-style-type: none">• Describe objects, including naming the material from which they are made• Identify objects made of particular materials• Explain whether or not a material is a good choice for an object• Test different fabrics to decide which is the best to use for dungarees• Test different fabrics to find out how much light passes through• Test different materials to find out which is suitable for a teabag



Year 3	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none">• Know that animals and humans need the right types/amount of nutrition• Understand that humans and animals cannot make their own food; they get nutrition from what they eat• Know that humans and some other animals have skeletons and muscles for support, protection and movement <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">• Recognise the parts of a computer• Recognise how technology is controlled• Recognise technology• Create a design for an invention• Understand the role of computers <p><u>Programming – Algorithms & Debugging</u></p> <ul style="list-style-type: none">• Decompose a game to predict the algorithms that are used.• Understand that computers can use algorithms to make predictions• Plan algorithms that will solve problems• Understand what abstraction is• 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">• Understand what a network is and understand our school network• Understand how the internet works and explain a website's journey• Understand the role of packets <p><u>Computer systems and Networks 3 – Journey inside a computer</u></p> <ul style="list-style-type: none">• Recognise basic inputs and outputs• Decompose a laptop• 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• Create a Microsoft Form with a range of different question types that will provide different types of answer• 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 and 6	<p><u>Solving Problems with Algorithms</u></p> <ul style="list-style-type: none">• Sequence instructions and use visual code to tell stories• Use logical reasoning to explain how some simple algorithms work• Detect and correct errors in algorithms and programs• Write more complex algorithms• Develop an understanding of decomposition, iteration and selection



Music/Expressive Arts & Design

Reception	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none">• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music• Develop rhythm and rhyming skills through singing a range of well-known nursery rhymes and songs• Create simple musical notation• Develop understanding of narrative structure (beginning-middle-end)
Year 1	<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 Sugar hill Gang and Hey you!-Sing the song and perform composition(s) within the song• U Can't Touch This by MC Hammer and Hey you!- Prepare for the end-of-unit performance <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• When I'm 64 by The Beatles The Banana Rap-End of unit performance.



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</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>Best of Ball Skills</u></p> <ul style="list-style-type: none">• Develop the ability to control a ball in a range of ways• Develop the ability to throw accurately at a target• Travel confidently in a range of ways (jogging)• Use throwing skills in a small-sided game• Travel confidently in a range of ways (jumping)• Throw an object at a target• Throw an object into a target• Use a bat or racket to move and control an object• Develop the ability to catch and bounce a ball• Develop the ability to kick a ball <p><u>Gym in the Jungle</u></p> <ul style="list-style-type: none">• Develop the ability to move in a range of ways• Increase the ability to move around and onto equipment• Increase the ability to move through and onto equipment• Increase the ability to move over and onto equipment• Combine movements together while negotiating different equipment
Year 1	<p><u>Ball Skills</u></p> <ul style="list-style-type: none">• Explore how to handle different objects• Practice rolling a ball towards a target• Use the underarm technique to throw towards a target• Track and stop a rolling ball with an object or body part• Throw and catch an object by myself• Use a two-handed catch technique <p><u>Gymnastic Animals</u></p> <ul style="list-style-type: none">• Safely carry and place apparatus• Travel safely in different ways• Practice travelling at different speeds and levels• Understand different ways of making and holding shapes• Demonstrate how to link two actions together to make a sequence• Develop my understanding of showing two actions together with a movement



Year 2	<p><u>Ball Skills</u></p> <ul style="list-style-type: none">• Track a ball with eyes and body• Use the underarm throwing technique to throw towards a moving target• Use the most appropriate catching technique in different scenarios• Roll a ball with accuracy• Stop a rolling ball with balance and control• Apply throwing and catching skills to a game situation• Use the overarm throwing technique with increasing control and accuracy <p><u>Invasion Games</u></p> <ul style="list-style-type: none">• Move confidently with the ball in a game• Use space when passing and receiving in a game• Use throwing and catching to pass and receive a ball in a game• Know how to make or deny space when attacking and defending in a game• Use attacking and defending principles in a game• Apply specific skills to an invasion game• Follow the rules of a game
Year 3	<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• Handle the ball, run past defenders and evade taggers <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• Use the inside and outside of the foot in order to trap the ball



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• Handle the ball, run past defenders and evade taggers <p><u>Football</u></p> <ul style="list-style-type: none">• Run onto the ball receive it• Explore front and goal-side marking techniques• Perform a standing tackle to dispossess an attacker• Dribble, showing good control to progress forward• Pass and receive the ball over longer distances• 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

Football

- Develop flexibility, strength, technique, control and balance
- Play competitive games - modified where appropriate - and apply basic principles suitable for attacking and defending
- Apply skills and knowledge to be able to pass and move with the ball
- Apply a variety of attacking skills and techniques in a game
- Invent a new game that requires attacking and defending skills

Gymnastics

- Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps
- Accurately perform a cat leap, a full turn and a stag leap
- Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls
- Accurately perform a dive forward roll and a pike backward roll
- Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements
- Accurately perform a straddle over vault
- Develop flexibility, strength, technique, control and balance by learning and performing a hurdle step into cartwheel and round-off
- Perform a hurdle step into a cartwheel and a round-off
- Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement.
- Perform a series of similar movements in quick succession, linked together to form a sequence
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a group gymnastics routine
- Work in a large group to choreograph and perform a gymnastics routine in time to music



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

Reception	<ul style="list-style-type: none"> Learn to deliver greetings – ‘Buenos dias’ or ‘Hola’ Respond to ‘where is [insert name]?’ by saying ‘I am here’.
Year 1	<ul style="list-style-type: none"> Learn to deliver greetings and make introductions Learn the names for different colours Learn to say the numbers Learn the names for the days of the week Learn to name different shapes Join in with some songs, rhymes and games
Year 2	<ul style="list-style-type: none"> Learn to deliver greetings and make introductions Learn names for some animals and colours in the context of the book, ‘Brown Bear, Brown Bear’ Use knowledge of above vocabulary to create sentences using verbs, connectives, adjectives and negatives Learn the names for some fruits and foods in the context of the book, ‘The Very Hungry Caterpillar’ Express opinions about different foods and give a reason using connectives, adjectives and negatives
Year 3	<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 tone to express emotion and engage an 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