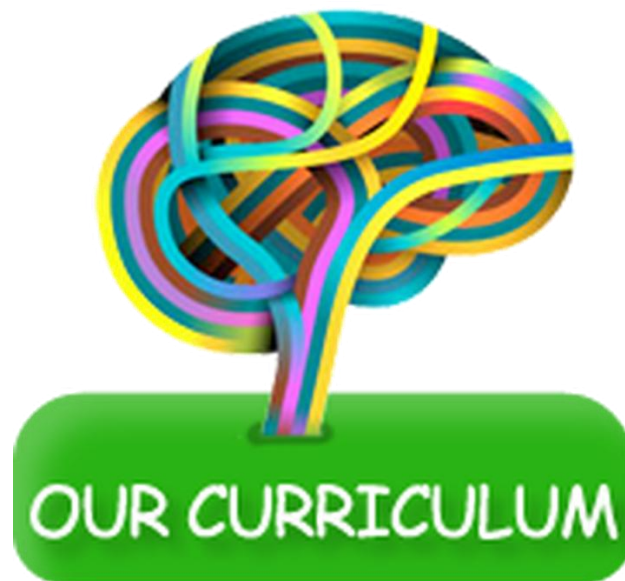




## Spring Term Curriculum



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

Reception

**Local Church: Community: Celebrating** - People celebrate with the parish family

- Learn about what a celebration is and how the parish family celebrate

**Eucharist - Relating: Gathering** - The parish family gathers to celebrate Eucharist

- Learn how and why people gather together and understand the joy of gathering together to celebrate at Mass

**Lent/Easter - Giving: Growing** - Looking forward to Easter

- Learn that spring is a time when things begin to grow and understand that Lent is a time to grow in love to be more like Jesus and to look forward to Easter



### Galilee To Jerusalem

- Recall the feast of the Presentation
- Explain why it is celebrated by Christians around the world and that it is known as Candlemas
- Retell in any form one of the stories they have heard, recognising that these are religious accounts from the Gospel of Luke
- Make simple connections between Jesus' announcements of his mission and how Christians are called to tell people about God's love today
- Identify some of the people that encounter Jesus and recognise that he is special
- Recall the story of Luke 18.15-17 - Jesus blesses little children
- Understand that Christians are called to take care of each other - especially those most in need, such as the poor
- Identify how Zacchaeus encountered Jesus and recognised that he is special
- Ask and answer questions about the story of Zacchaeus
- Reflect on how Jesus is a light for all people and consider how they can bring light to their families and communities
- Understand how and why Christians are called to follow Jesus and share the Good News with others

### Desert to Garden

- Recall the story of Jesus being tempted in the desert for 40 days
- Understand that Lent is a special time for praying, fasting and helping others as Jesus taught us to
- Understand that fasting in Lent is a way of giving to others (CAFOD family fast day)
- Recall events from Palm Sunday and the big welcome Jesus received
- Recall the story of Jesus in the temple and identify the special meaning Jesus was presenting to us
- Retell the story of the Last Supper
- Explain the promise Jesus made and why he did this
- Know and understand what happened to Jesus on Good Friday
- Recall the events of Holy Week
- Recognise that the Church teaches us that Jesus suffered, died and rose again
- Recognise that angels bring God's message and are a sign that Jesus is the son of God: truly alive



### Galilee To Jerusalem

- Know and understand what a prophet is and that John the Baptist was a prophet
- Recall the message of John the Baptist
- Explain what people do in our country to fulfil John's message
- Recognise Jesus as a little boy then as a man
- Retell the story of Jesus' Baptism
- Recognise the power of the Holy Spirit during Jesus's Baptism
- Understand what temptation is and give your own examples
- Retell the story of the temptation of Jesus in the desert
- Talk about and describe what it was like for Jesus during this time
- Describe/hotseat how Jesus's disciples felt when they were chosen by Jesus
- Retell and role-play the story of 'Jesus make the wind stop blowing'
- Recall what the disciples learnt from Jesus
- Retell the miracle of 'Jesus heals a man who cannot walk'
- Understand and explain why Jesus performed miracles
- Understand what a parable is
- Retell the parable of the lost Sheep and understand its meaning
- Imagine you are the lost sheep, describe your experience and feelings

### Desert to Garden

- Understand and explain the meaning of Lent
- Know that Ash Wednesday marks the start of Lent
- Recognise that Lent is a time for reconciliation
- Re-enact the story of Jesus going to Jerusalem (Luke 19: 28-38)
- Describe how you would be feeling if you were there when Jesus arrived in Jerusalem
- Understand why Jesus wanted to go to Jerusalem
- Recall events from the Last Supper
- Attend Mass and recognise the re-enactment of the Last Supper
- Recall events from the crucifixion
- Understand why Jesus forgave his enemies after they killed him
- Explain how Jesus' actions teach us how to live
- Explain what we can learn from Jesus
- Retell/roleplay the resurrection of the Lord
- Recall the events of the resurrection in the role of Peter
- Understand the importance of Holy Week and what it is
- Recall the different events within Holy Week
- Explain why Easter is so important to us



### Galilee to Jerusalem

- Retell in any form the visit of the Magi
- Show a simple understanding of what the Kingdom of God is (friends of Jesus living their lives in the way he taught us to)
- Show knowledge of two parables of Jesus, making links between them to show some understanding of what the kingdom of God is like
- Retell the Parable of the Sower, making links between the parable and Jesus' message about the Kingdom of God
- Show simple understanding of a miracle of Jesus, showing that it is a sign of the Kingdom and the compassion of Jesus
- Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom
- Know and understand about Therese's mission
- Identify ways in which Therese can inspire young people today

### Desert to Garden

- Retell in any form the story of feeding of the 5000
- Know that this miracle helps us to understand that Jesus is truly God and truly human
- Explain the link between the Last Supper and feeding the 500
- Retell the events of Holy week and understand the importance of the Last Supper
- Understand the various parts of the Mass
- Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become united in His Body, the Church
- Retell the parable of the Lost Sheep and understand that God loves everyone
- Understand the significance of the sacrament of reconciliation



### Galilee to Jerusalem

- Understand what a miracle is
- Explain the main purpose of Jesus's miracles
- Retell a miracle Jesus worked
- Understand and explain how Jesus is fully human and fully God
- Use different miracles to find evidence to support the message Jesus sent to John the Baptist
- Know and understand the 'Great Commandment' and explain what Jesus meant
- List all the ways in which we could live this great commandment in our everyday lives
- Understand and explain what the word 'Christ' means
- Recognise that 'taking up our cross' is looking for ways to make little sacrifices to help others in need
- Make links between the belief that Jesus is the Messiah and the Nicene Creed
- Know and understand that the Sacrament of Reconciliation is a gift from God
- Recall the seven sacraments and explain what each of them mean
- Recall Pope Benedict's teaching on the sacrament of Reconciliation
- Know and understand about the sacrament of the sick
- Explain what happens during the Sacrament of the sick
- Retell the miracle 'Cure of a paralysed man'
- Explain how Jesus helps those who are ill in mind, body and soul
- Know and retell the story of St Damien of Molokai
- Recognise and explain how St Damien responded to his invitation
- As a class, plan and carry out a class mission of 'taking up the cross' to help others

### Desert to Garden

- Know, understand and retell the parable of 'the Lost Son'
- Explain how the prodigal son teaches us about God's mercy and forgiveness
- Recognise that forgiveness is the best way to overcome hurt feelings
- Retell the parable of 'The Sheep and Goats' and explain the meaning within it
- Recognise that Lent is a time to live out the works of mercy
- Describe ways in which we can live out the works of mercy
- Know and understand the life and work of St Vincent de Paul
- Know about the 'corporal works of mercy'
- Invite members of the SVP society (from the parish) to talk about the work they do
- Understand what Holy Week is and the importance of this for Christians
- Retell the story of Palm Sunday and describe how Jesus, his disciples and members of the crowd must have felt
- Retell the story of the Last Supper (Matt 26:21-24)
- Respond to given questions about the Last Supper, expressing different points of view
- Know, understand and explain the meaning of the new covenant
- Make links between the Last Supper and receiving the sacred host in Holy Communion during Mass
- Sequence the events during Holy Week



- Complete a diary entry from Peter's perspective during the passion and death of Jesus

#### **Galilee to Jerusalem**

- Make links between the Ten Commandments and The Beatitudes
- Consider other children's responses to The Beatitudes, comparing these to their own
- Express a point of view on a chosen Beatitude and give reasons for it
- Reflect on Bakhita's life and identify which Beatitudes she lived by
- Identify the main message contained in Bakhita's letter and give reasons for how her life could help others
- Demonstrate an understanding of Jesus' fulfilment of the Ten Commandments and how we can do the same
- Compare two scripture sources of the great commandment of Jesus and show understanding of the similarities and differences
- Identify the main message of the parable of The Prodigal Son and explain what it tells us about God
- Express a point of view from a key figure in the parable, giving reasons for your choices
- Show knowledge and understanding of the Transfiguration, including the significance of the role of the prophets
- Express a point of view as one of the disciples who was present at the Transfiguration
- Show knowledge and understanding of the parable of The Unforgiving Servant and make links to God's forgiveness
- Make links between the petitions in the Our Father and the everyday life of Christians

#### **Desert to Garden**

- Show knowledge and understanding of Jesus' temptation in the desert, recognising temptations in everyday life and how we respond to them
- Use the scripture source (James 4:17) to express your point of view on temptation
- Show appreciation of the season of Lent and identify three main foci
- Reflect on scripture passages for Ash Wednesday and make links to God's call to Christians to return to Him
- Show an understanding of how Mass is the greatest gift
- Give examples of how the Mass can bring about transformation in a person's life
- Show knowledge and understanding of the Last Things and how these are not a worry to Christians
- Show an understanding of how our own decisions are informed by our understanding of the Last Things
- Identify the key moments in Jesus' life according to the Sorrowful Mysteries of the Rosary
- Express a point of view on why it is important to reflect on the sorrowful times in Jesus' life
- Show an understanding of the resurrection by making links to the Christian belief of life after death
- Use a source to express a point of view on the resurrection



### Galilee to Jerusalem

- Show knowledge and understanding of the Wedding Feast at Cana
- Use this scripture to support the point of view of not sharing where the new wine came from
- Explain the literal and deeper meaning of Jesus' signs of healing
- Consider what Jesus said about his identity with God, select the most important one for you giving reasons for your choice.
- Explain what John wants the reader to understand both literally and spiritually in this sign of the feeding of the five thousand
- Describe what the miracle of Jesus walking on the water tells you about Jesus on a deeper level
- Show knowledge and understanding of the raising of Lazarus and explain what this shows us about Jesus' power
- Show understanding of how the story of Lazarus links to the Christian belief in the resurrection
- Show knowledge and understanding of what Jesus meant in John 10.10
- Explore one of the 'I am' statements of Jesus explaining what it means to Christians today
- Explain the meaning and purpose of the sacraments
- Explore, in detail, the symbols and steps involved in one of the sacraments

### Desert to Graden

- Show knowledge and understanding of the scripture passage
- Explore how Mary and Judas' view differed in the scripture passage explaining who you agree with and why
- Compare and contrast the powers of evil with the love of God at the Last Supper
- Give your opinion on Jesus' action of washing the disciples' feet, giving reasons for your point of view
- Use scripture to show how Peter went from being completely committed to Jesus to denying him three times
- Show understanding by making links between belief and life, by exploring the commandment love one another
- Reflect on the trial of Jesus and make a judgement on the role of Pilate
- Use the scripture in support of the view that defenceless people should not be treated cruelly
- Using scripture, describe the ways in which Jesus showed his love for all people through the events of Holy week
- Reflect on Jesus' suffering on Good Friday
- Make links between Jesus washing the disciples' feet and the priest's actions at Mass on Holy Thursday
- Show understanding of the role of the servant in Christians' lives today



## PSHE/Personal, Social and Emotional Development

Reception

### Dreams and Goals

- Understand that if I persevere, I can tackle challenges
- Tell someone about a time I didn't give up until I achieved my goal
- Set a goal and work towards it
- Use kind words to encourage people
- Understand the link between what I learn now and the job I might like to do when I'm older
- Say how I feel when I achieve a goal and know what it means to feel proud

### Healthy Me

- Understand that I need to exercise to keep my body healthy
- Understand how moving and resting are good for my body
- Know which foods are healthy and not so healthy and make healthy eating choices
- Know how to help myself go to sleep and understand why sleep is good for me
- Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- Know who my safe adults are and how to stay safe if they are not close by me

Year 1

### Dreams and Goals

- Set simple goals
- Set a goal and work out how to achieve it
- Understand how to work well with a partner
- Tackle a new challenge and understand this might stretch my learning
- Tell someone about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them
- Tell someone how I felt when I succeeded in a new challenge and how I celebrated it

### Healthy Me

- Understand the difference between being healthy and unhealthy and know some ways to keep myself healthy
- Know how to make healthy lifestyle choices
- Know how to keep myself clean and healthy and understand how germs cause disease/illness
- Know that all household products (including medicines) can be harmful if not used properly
- Understand that medicines can help me if I feel poorly and I know how to use them safely
- Know how to keep safe when crossing the road and about people who can help me to stay safe
- Tell someone why I think my body is amazing and identify some ways to keep it safe and healthy



Year 2

### Dreams and Goals

- Choose a realistic goal and know how to achieve it
- Carry on trying even when I find tasks difficult
- Recognise who I work well with and who it is more difficult for me to work with
- Work well in a group to create an end product
- Explain some of the ways I worked well in my group to create an end product
- Know how to share success with other people

### Healthy Me

- Know what I need to keep my body healthy
- Show or tell someone what relaxed means and know some things that make me feel relaxed and some that make me feel stressed
- Understand how medicines work in my body and how important it is to use them safely
- Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
- Make some healthy snacks and explain why they are good for my body
- Understand which foods to eat to give my body energy

Year 3

### Dreams and Goals

- Know about specific people who have overcome difficult challenges to achieve success
- Know which dreams and ambitions are important to me
- Know how I can best overcome learning challenges
- Know that I am responsible for my own learning
- Know what my own strengths are as a learner
- Know what an obstacle is and how it hinders achievement
- Know how to take steps to overcome obstacles
- Know how to evaluate my own learning progress and identify how it can be better next time

### Healthy Me

- Know how exercise affects my body
- Know why hearts and lungs are such important organs
- Know that the amount of calories, fat and sugar that we put into our bodies will affect our health
- Know that there are different types of drugs
- Know that there are things, places and people that can be dangerous
- Know a range of strategies to keep myself safe
- Know when something feels safe or unsafe
- Know that bodies are complex and need taking care of



Year 4	<p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"><li>• Know what my own hopes and dreams are</li><li>• Know that hopes and dreams don't always come true</li><li>• Know that reflecting on positive and happy experiences can help us to counteract disappointment</li><li>• Know how to make a new plan and set new goals even if I have been disappointed</li><li>• Know how to work as part of a successful group</li></ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"><li>• Know how different friendship groups are formed and how I fit into them</li><li>• Know which friends I value the most</li><li>• Know that there are leaders and followers in groups</li><li>• Know that I can take on different roles according to the situation</li><li>• Know the facts about smoking and drinking alcohol and their effects on health</li></ul>
Year 5	<p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"><li>• Know that I will need money to help me achieve my dreams</li><li>• Know about a range of different jobs and about how much people earn from different jobs</li><li>• Know a job I would like to do when I am grown up and what I need to do to achieve it</li><li>• Know about the dreams and goals of young people in a culture different to mine</li><li>• Know that communicating with someone in a different culture means that we can learn from and support each other</li><li>• Know some ways that I could support young people at home and abroad to achieve their goals</li></ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"><li>• Know the health risks of smoking and how tobacco affects the body</li><li>• Know some of the risks of misusing alcohol and how it affects the body</li><li>• Know some basic emergency aid procedures and how to get help in an emergency</li><li>• Know how the media, social media and celebrity culture promote certain body types</li><li>• Know the different roles that food can play in people's lives and how people can develop eating problems, relating to body image pressures</li><li>• Know what makes a healthy lifestyle and the choices I can make to be healthy and happy</li></ul>
Year 6	<p><b><u>Dreams &amp; Goals:</u></b></p> <ul style="list-style-type: none"><li>• Know my own learning strengths</li><li>• Know how to set realistic and challenging goals</li><li>• Know what the learning steps that I need to take are to achieve my goal</li><li>• Know a variety of problems that the world is facing</li><li>• Know how to work with other people to make the world a better place</li></ul> <p><b><u>Healthy Me:</u></b></p> <ul style="list-style-type: none"><li>• Know how to take responsibility for my own health</li><li>• Know how to make choices that benefit my own health and well-being</li><li>• Know about different types of drugs and their uses</li><li>• Know how these different types of drugs can affect people's bodies, especially their liver and heart</li><li>• Know that some people can be exploited and made to do things that are against the law</li></ul>



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

### Painting and Mixed Media: Paint My World

- Use paints to make a finger painting
- Talk about the marks I have made or make observations about the process
- Identify different textures, feelings and colours
- Use natural objects to make my own paintbrush
- Describe what I think about my paintbrush and identify any problems I may have
- Experiment with making different textures and consistencies of mud paint
- Talk about my work
- Identify different areas of my work that were influenced by different sections of the music
- Use tools to appropriately cut and stick mixed media to make a collage
- Make considered selections when creating my transient art piece
- Make observations about the work of Megan Coyle
- Use tools appropriately, including scissors and glue spreaders, to cut and stick magazine pieces to create my collage
- Make considered selections when choosing colours and/or patterns for my collage
- Talk about my work and compare it to the photograph
- Explore the paint and different techniques when creating

### Textiles: Book marks

- Demonstrate good fine motor skills when threading
- Hold my hand steadily
- Weave the ribbon independently
- Use the beads or ribbons to make a pattern
- Use the scissors to cut along the lines, stopping at the correct point
- Weave the paper with the correct over-under, under-over technique
- Make a pattern with the paper
- Hold the needle and push it through the hessian, pulling it out the other side
- Persevere when I find something challenging
- Begin to sew along a line, even if the stitches aren't straight or close together
- Talk about the different bookmark designs and make observations about what I notice
- Create a simple design with thought about the materials I will have available to me
- Transfer my design to the fabric, keeping the design the same
- Reflect upon my design and my finished bookmark



Year 1

### **Textiles: Puppets**

- Join fabrics together using staples, pins or glue
- Design a puppet and using a template
- Join the two puppets' faces together as one, aligning the two pieces of fabric
- Decorate a puppet to match a design using joining methods

### **Sculpture and 3D - Paper play**

- Persevere to roll paper tubes and attach them to the base securely
- Make choices about my sculpture, e.g., colour and arrangement of tubes
- Shape, overlap and arrange the paper strips in interesting ways to make 3D drawings
- Apply a variety of skills in shaping paper (learned in lesson 1 and 2) to my sculpture
- Work successfully with others, sustaining effort over a time
- Paint with good technique, ensuring good coverage

Year 2

### **Printing and Mixed Media: Life in Colour**

- Name the primary and secondary colours
- Talk about the colour changes I notice and make predictions about what will happen when two colours mix
- Describe the colours and textures I see
- Try out different tools to recreate a texture and decide which tool works best
- Identify different textures in a collaged artwork
- Choose what paper to paint on and which tool to try to create a specific texture
- Apply my knowledge of colour mixing to match colours effectively
- Choose collage materials based on colour and texture
- Talk about my ideas for an overall collage
- Try out different arrangements of materials, including overlapping shapes
- Share likes and dislikes about my work and others
- Describe my ideas for developing my collages and choosing materials and tools once I have tried them out

### **Mechanisms: Fairground Wheels**

- Design and label a wheel, considering the designs of others and making comments about their practicality or appeal
- Consider the materials, shape, construction and mechanisms of the wheel and label the designs
- Build a stable structure with a rotating wheel and test and adapt the design as necessary
- Follow a design plan to make a completed model of the wheel



Year 3

### **Craft and Design: Ancient Egyptian Scrolls**

- Recognise the importance of Ancient Egyptian art through discussion and questioning
- Create a background that considers suitability to draw on; recording colours, patterns and shapes through observational drawing
- Produce a selection of sketches that show idea exploration and experimentation of drawing techniques and compositions
- Make a final design with a clear purpose
- Follow instructions with minimal support, understanding how to make the two layers and tearing paper mostly evenly to work in an organised way
- Complete a painted or drawn piece translated from a design idea, possibly making changes from the design in my sketchbook
- Paint and draw, demonstrating good control of tools and the ability to use colours and materials appropriately
- Follow step by step instructions with minimal help and support
- Create a zine with a clear subject and fill each page using a range of images and information

### **Digital World: Wearable Technology**

- Explain who might use a product, recognising the function
- Develop specific criteria so that a product fits the needs of those who will most likely use it
- Write a program that initiates a flashing LED panel when a button is pressed; checking code against an example that is correct to check for errors and debug
- Create a drawing of a product that represents an idea of how the final product could look, explaining to a user what each feature on the product does using annotations
- Describe what is meant by 'point of sale display' and giving an example; following simple design requirements; using computer-aided design software to create a POS badge
- Provide opinions about the quality of the overall design and specific choices that others have made; making decisions about changes I could make to my design based on the feedback of others

Year 4

### **Painting and Mixed Media - Light and Dark**

- Share my ideas about a painting, describing the difference between a tint and a shade
- Mix tints and shades by adding black or white paint
- Mix tints and shades of my original colour and use these to make one side of a painted object appear dark and one side appear light
- Organise my equipment for painting, discussing my choices and my work
- Apply my experience with using tints and shades to paint objects in 3D
- Try out different arrangements of objects and explain why I chose their composition
- Produce a clear sketch that reflects the way my objects are arranged
- Show in my final painting that I have understood how colour can be used to show light and dark, and therefore show three dimensions
- Paint with care and control to make a still life with recognisable objects

### **Mechanical Systems: Making a Slingshot Car**

- Work independently to produce an accurate, functioning car chassis
- Design a shape that is suitable for the project and make some attempt to reduce air resistance through the design of the shape
- Produce panels that will fit the chassis and can be assembled effectively using the tabs I have designed
- Construct the car bodies effectively
- Conduct the trial accurately and draw conclusions and improvements from the results



### **Drawing - I Need Space**

- Understand and explain what retrofuturism is
- Participate in discussions and offer ideas
- Evaluate images using simple responses such as 'I like...I don't like...' but may use formal elements to extend ideas
- Provide plausible suggestions for how a piece was created
- Feel comfortable about using a different stimulus to draw from
- Use past experiences to use a good range of drawing processes
- Participate in discussion; suggesting sensible ideas about how the image was produced
- Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing
- Produce drawings and visual notes that demonstrate using sketchbooks to explore ideas
- Generate a clear composition for a final piece; including how it will be drawn
- Apply confident skills to make an effective collagraph print
- Select tools and drawing techniques with some guidance
- Demonstrate a growing independence

### **Mechanical Systems: Making a Pop-up Book**

- Produce a suitable plan for each page, naming each type of mechanism
- Produce the structure of the book and begin to draw and assemble the components necessary for the first structures/mechanisms
- Assemble the components for all the required structures/mechanisms
- Use a range of mechanisms and structures to illustrate the story and make it interactive
- Use layers to hide mechanical elements and illustrate the story through the use of appropriate materials and captions



Year 6

### **Drawing: Making My Voice Heard**

- Select a good range of imagery presented with annotated notes and sketches
- Make relevant comparisons between different styles of art
- Respond to the meaning of a spirit animal through discussion and drawing
- Generate symbols that reflect my likes and dislikes, with minimal support
- Create a tile that is full of pattern, symbols and colours
- Discuss ideas to create light and dark through drawing techniques
- Explain the term chiaroscuro
- Apply chiaroscuro to create light and form through a tonal drawing
- Understand the impact of using techniques for effect
- Participate in discussion that examines the similarities and differences between different styles of art
- Form my own opinions about what art is, justifying my ideas
- Identify an issue or cause and decide what message I want to convey
- Understand artist choices to convey a message
- Review sketchbook and creative work to develop a drawn image, applying techniques explored throughout the unit
- Review and revisit ideas to develop work

### **Structures: Playgrounds**

- Communicate five apparatus designs, applying the design criteria and making suitable changes after peer evaluation
- Make roughly three different structures from my plans using the materials available
- Complete my structure, improving on the quality of making from the previous lesson and applying cladding to a few areas
- Secure the apparatus to a base and make a range of landscape features from a range of materials which enhance the apparatus

## **History/Understanding the World**

Reception

### **A peak into the past:**

- 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

### **Adventures through time:**

- 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



Year 1	<p><b>How have toys changed?</b></p> <ul style="list-style-type: none"><li>• Discuss a favourite toy</li><li>• Find out what toys our parents and grandparents played with</li><li>• Investigate what toys were like up to 100 years ago</li><li>• Compare toys from the past with modern toys</li><li>• Investigate how teddy bears have changed over time</li><li>• Know how toys have changed over time</li></ul>
Year 2	<p><b>How did we learn to fly?</b></p> <ul style="list-style-type: none"><li>• Find out about the Wright brothers</li><li>• Develop an understanding of historical significance</li><li>• Investigate why Bessie Coleman is significant</li><li>• Develop an understanding of primary sources</li><li>• Investigate why we remember the Moon landing</li><li>• Place events on a timeline</li></ul>
Year 3	<p><b>Why did the Romans settle in Britain?</b></p> <ul style="list-style-type: none"><li>• Understand why the Romans invaded Britain</li><li>• Create a visual interpretation of Boudica</li><li>• Understand how Roman soldiers were equipped for war</li><li>• Understand Roman army battle formations</li><li>• Make inferences about life in Roman times</li><li>• Identify the Roman legacy in Britain</li></ul>
Years 4	<p><b>How hard was it to invade and settle in Britain?</b></p> <ul style="list-style-type: none"><li>• Explain why the Anglo-Saxons invaded Britain</li><li>• Identify the features of Anglo-Saxon settlements and how they changed from prehistoric times</li><li>• Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life</li><li>• Explain how Anglo-Saxons converted to Christianity</li><li>• Create an interpretation of Alfred the Great</li><li>• Explain how Anglo-Saxon rule ended</li></ul>
Year 5	<p><b>What did the Greeks ever do for us?</b></p> <ul style="list-style-type: none"><li>• Understand where and when the ancient Greeks lived</li><li>• Understand the importance of the Greek gods</li><li>• Identify similarities and differences between Athens and Sparta</li><li>• Understand how Athenian democracy worked</li><li>• Understand the importance of the ancient Greek philosophers</li><li>• Identify and explain the achievements of the ancient Greeks</li></ul>



Year 6

**What was the impact of World War 2 on the people in Britain?**

- Understand the causes of World War 2
- Understand how the Battle of Britain was won
- Make inferences about the Blitz using images
- Understand the emotions and experiences of children during the evacuation
- Evaluate the accuracy and reliability of sources
- Identify the impact of WW2 on women's lives
- Explain why migrants come to Britain

**Geography/Understanding the World**

Reception

**Exploring Maps:**

- Find and name familiar features on maps
- Consider shapes and positions of features when making a map
- Build and describe a model of a familiar place
- Describe a journey using found objects as prompts
- Explore a range of maps
- Apply their knowledge of maps to make their own

**Outdoor Adventures:**

- Explore natural objects using the senses
- Explore and make observations of the world around them
- Describe the effects of different weather conditions
- Use the sense to observe and talk about experiences whilst outside
- Begin to notice some of the features of the changing seasons
- Begin to recognise seasonal weather conditions

Year 1

**What is the weather like in the UK?**

- Locate the four countries of the UK
- Identify seasonal changes in the UK
- Identify the four compass directions
- Investigate daily weather patterns
- Identify daily weather patterns in the UK
- Understand how the weather changes with each season



Year 2	<p><b>Why is our world so wonderful?</b></p> <ul style="list-style-type: none"><li>• Identify geographical characteristics of the UK</li><li>• Locate some of the world's most amazing places</li><li>• Know the names of the five oceans and locate them on a map</li><li>• Understand how to draw human and physical features on a sketch map</li><li>• Investigate local habitats and record findings</li><li>• Understand how to present findings in a bar chart</li></ul>
Year 3	<p><b>Who lives in the Antarctica?</b></p> <ul style="list-style-type: none"><li>• Understand the position and significance of lines of latitude</li><li>• Describe the location and physical features of Antarctica</li><li>• Describe the human features of Antarctica</li><li>• Use four-figure grid references to plot Shackleton's route to Antarctica</li><li>• Plan a simple route on a map using compass points</li><li>• Follow instructions involving compass points and map a simple route</li></ul>
Year 4	<p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"><li>• Explain the impact of food choices on the environment</li><li>• Understand the importance of trading responsibly</li><li>• Describe the journey of cocoa</li><li>• Map and calculate the distance food has travelled</li><li>• Design and use data collection methods to find where our food comes from</li><li>• Discuss the advantages and disadvantages of buying both locally and imported food</li></ul>
Year 5	<p><b>Why do oceans matter?</b></p> <ul style="list-style-type: none"><li>• Explain the importance of our oceans</li><li>• Locate and describe the significance of the Great Barrier Reef</li><li>• Explain the impact humans have on coral reefs and oceans</li><li>• Understand ways to keep our oceans healthy and begin planning a fieldwork enquiry</li><li>• Collect data on the types of litter polluting a marine environment</li><li>• Present, analyse and evaluate data collected</li></ul>
Year 6	<p><b>Where does our energy come from?</b></p> <ul style="list-style-type: none"><li>• Know why energy sources are important</li><li>• Understand the benefits and drawbacks of different energy sources</li><li>• Understand how energy is generated in the United States</li><li>• Know how energy sources are distributed in an area</li><li>• Explain reasons for choosing an energy source</li><li>• Collect and present data on where to position a solar panel on the school grounds</li></ul>



## Science/Understanding the World

### CHEMISTRY

#### *Objects and Materials*

##### Who lives here?

- Describe a range of homes and give reasons why different homes are suitable for the people who live there

##### Which hat is best to wear today?

- Give reasons why a particular hat is suitable for a particular type of weather, based on the observable simple properties of the material from which it is made

##### What melts?

- Name some materials that melt and describe what they observe during the melting process

##### What happens when you mix it?

- Use comparative and descriptive language to talk about what they notice when they mix two or more materials together

##### What goes through?

- Talk about the size of an object, how it goes through a sieve and therefore how the sieve can be used to separate objects

#### Our changing world: Sensing Seasons

- Name the four seasons
- Explain how the changing seasons affect me
- Say what we can see and hear that shows us the seasons are changing
- Say what the weather is like today
- Explain whether the weather is the same across the UK
- Say how people prepare for the weather
- Explain how the weather changes across the seasons
- Say what different kinds of weather look and feel like

#### Plant Detectives

- Identify the garden plants which can be found around our school
- Identify the wild plants which can be found around our school
- Say what is the same and different about the flowers around us
- Explain what is happening underground beneath our plants
- Say what makes a tree a tree
- Say what different types of plants, leaves and flowers can be found at a garden centre

Reception

Year 1



Year 2	<p><b>Growing Up</b></p> <ul style="list-style-type: none"><li>• Recognise the needs of a human baby for survival</li><li>• Compare features of a baby and a child</li><li>• Classify and describe changes that happen as people grow older</li><li>• Investigate whether older children have bigger heads</li><li>• Find out and record answers about babies</li></ul> <p><b>Taking Care</b></p> <ul style="list-style-type: none"><li>• Sort food into different types</li><li>• Sort foods according to their food types</li><li>• Observe the effects of exercise and plan for regular exercise</li><li>• Describe different ways to stay hygienic</li><li>• Present information about staying healthy in a book for younger children</li></ul>
Year 3	<p><b>Plants</b></p> <ul style="list-style-type: none"><li>• Describe what we know about the different parts of plants and to ask questions about plants for further investigation</li><li>• Make detailed observations of the similarities and differences in a variety of leaves, and relate these to the function of leaves</li><li>• Plan and set up a fair test investigation to find out the effect of removing leaves from a growing plant</li><li>• Describe in detail the similarities and differences in a variety of roots, and to relate these to the function of roots</li><li>• Present information about the functions of the stem</li><li>• Name the main stages of a flowering plant's life cycle and present them in a sequenced diagram</li><li>• Identify and compare the parts of flowers and describe their functions</li><li>• Describe and model the process of insect pollination</li><li>• Demonstrate understanding of seed dispersal by designing a seed</li></ul>
Year 4	<p><b>States of Matter</b></p> <ul style="list-style-type: none"><li>• Classify materials as solids or liquids by observing their properties</li><li>• Plan a fair test investigation to test ideas about melting ice</li><li>• Collect, present and interpret data about melting ice</li><li>• Define melting and freezing</li><li>• Explain observations of air using scientific knowledge about materials</li><li>• Classify materials as solids, liquids or gases</li><li>• Collect data to answer a question about drying washing and investigate evaporation</li><li>• Describe and explain findings from an evaporation investigation</li><li>• Identify different materials from their boiling point</li><li>• Identify where condensation is happening</li></ul>



Year 5	<p><b>Properties and Uses of Material</b></p> <ul style="list-style-type: none"><li>• Compare and group materials</li><li>• Explain why certain materials are chosen for particular purposes</li><li>• Explore the properties of materials; explore insulation</li><li>• Understand what it means for a material to be absorbent, permeable or waterproof</li></ul> <p><b>Separating Mixtures and Changing Materials</b></p> <ul style="list-style-type: none"><li>• Understand how we can separate mixtures</li><li>• Say what happens when we mix liquids and solids</li><li>• Say what makes a difference to how quickly sugar or salt dissolves</li><li>• Explain how we could clean contaminated water</li><li>• Understand reversible and irreversible changes</li></ul>
Year 6	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"><li>• Identify ways in which living things of the same kind vary and to begin to think about why these variations exist</li><li>• Recognise how organisms can be bred to select particular characteristics in their offspring</li><li>• Describe selective breeding and evaluate different people's opinions</li><li>• Observe the effects of the environment on plants and design an experiment to investigate some of these effects</li><li>• Investigate the effect of environmental variables on plants and interpret the results</li><li>• Explore ways in which living things are adapted to suit the environments in which they live and to help them survive</li><li>• Evaluate variables that contribute to the extinction of living things</li><li>• Describe animal and plant adaptations and explain how the characteristics of the individuals in populations can change over time</li><li>• Recognise that fossils allow us to study things that have lived in the past and provide evidence of evolution</li><li>• Describe the process of natural selection</li></ul>

Computing/Understanding the World	
Reception	<p><b>Computing Systems and Networks 2</b></p> <ul style="list-style-type: none"><li>• Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary</li><li>• Recognise that a range of technology is used in places such as homes and schools</li><li>• Operate a camera and take pictures.</li><li>• Further develop our photography skills</li><li>• Create a class gallery</li></ul>



Year 1	<p><b>Online Safety</b></p> <ul style="list-style-type: none"><li>• Know what the internet is and how to use it safely</li><li>• Understand different feelings when using the internet</li><li>• Understand how to treat others, both online and in-person</li><li>• Understand the importance of being careful about what we post and share online</li></ul> <p><b>Creating Media</b></p> <ul style="list-style-type: none"><li>• Understand and create a sequence of pictures</li><li>• Take clear photos</li><li>• Crop, resize and add colour filters to improve my photo</li><li>• Search for and import images</li><li>• Create a photo collage</li></ul>
Year 2	<p><b>Online Safety</b></p> <ul style="list-style-type: none"><li>• Understand what happens to information posted online</li><li>• Know how to keep things safe and private online</li><li>• Explain what should be done before sharing information</li><li>• Explain why I have the right to say no and deny permission</li><li>• Understand strategies that will help me decide if something seen online is true or not</li></ul> <p><b>Programming 1</b></p> <ul style="list-style-type: none"><li>• Decompose a game to predict the algorithms that are used</li><li>• Understand that computers can use algorithms to make predictions (machine learning)</li><li>• Plan algorithms that will solve problems</li><li>• Understand what abstraction is</li><li>• Understand what debugging is</li></ul>
Year 3	<p><b>Online Safety</b></p> <ul style="list-style-type: none"><li>• Understand how the internet can be used to share beliefs, opinions and facts</li><li>• Understand the effects that some internet use can have on our feelings and emotional wellbeing</li><li>• Understand the ways personal information can be shared on the internet</li><li>• Understand the rules for social media platforms</li><li>• Share our knowledge of being safe online</li></ul> <p><b>Data Handling: Comparison Cards, Databases</b></p> <ul style="list-style-type: none"><li>• Understand the terminology around databases</li><li>• Compare paper and computerised databases</li><li>• Sort, filter and interpret data</li><li>• Represent data in different ways</li><li>• Sort data for a purpose</li></ul>



Year 4	<p><b>Online Safety</b></p> <ul style="list-style-type: none"><li>• Describe how to search for information with a wide group of technologies and make a judgement about the probable accuracy</li><li>• Describe some of the methods used to encourage people to buy things online</li><li>• Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true</li><li>• Explain that technology can be designed to act like or impersonate living things</li><li>• Explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology</li></ul> <p><b>Data Handling: Investigating Weather</b></p> <ul style="list-style-type: none"><li>• Log data taken from online sources in a spreadsheet</li><li>• Design a weather station</li><li>• Design an automated machine to respond to sensor data</li><li>• Understand how weather forecasts are made</li><li>• Use tablets or digital cameras to present a weather forecast</li></ul>
Year 5 & 6	<p><b>Computer Systems and Networks</b></p> <ul style="list-style-type: none"><li>• Understand key words</li><li>• Save work from an online source</li><li>• Search the internet to find images, information and data</li></ul> <p><b>The History of Computing</b></p> <ul style="list-style-type: none"><li>• Explore older and more modern devices that have shaped computing</li></ul>

### Music/Expressive Arts & Design

Reception	<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>
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Year 1

### **In The Groove**

**Style: Blues, Latin, Folk, Funk, Baroque, Bhangra**

- Listen & appraise: How Blue Can You Get; Livin' La Vida Loca; Jai Ho; Lord of the Dance; Diggin' On
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing the song: In the Groove!
- Play instrumental parts within the song
- Improvise using voices and/or instruments within the song
- Perform compositions within the song

### **Round and Round**

**Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion**

- Listen & appraise: Livin' La Vida Loca; The Imperial March - Darth Vader's Theme; It Had Better Be Tonight; Why Don't You; Oye Como Va
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing the song: Round & Round
- Play instrumental parts within the song
- Improvise using voices and/or instruments within the song

Year 2

### **I Wanna Play In a Band**

**Style: Rock**

- Listen & appraise: We Will Rock You; Smoke on the Water; Rockin' All Over the World; Johnny B. Goode; I Saw Her Standing There
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing the song: I Wanna Play in a Band
- Play instrumental parts within the song
- Improvise using voices and/or instruments within the song
- Perform compositions within the song

### **Zootime**

**Style: Reggae**

- Listen & appraise: Kingston Town; Shine; I.G.Y.; Fell Like Jumping; I Can See Clearly Now
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing the song: Zootime
- Play instrumental parts within the song
- Improvise using voices and/or instruments within the song



Year 3

### Three Little Birds

Style: Reggae

- Listen & appraise: Jamming; Small People; 54-56 Was My Number; Rom Goot Liver; Our Day Will Come
- 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: Three Little Birds
- 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

### The Dragon Song

Style: A little bit funky and music from around the world

- Listen & appraise: Birdsong; Vaishnava Java; A Turkish Traditional Tune; Aitutoki Drum Dance; Zeboidir
- 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: The Dragon Song
- 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

Year 4

### Stop!

Style: Grime, Classical, Bhangra, Tango, Latin Fusion

- Listen & appraise: Gotta Be Me; Rodetzky March; Can't Stop the Feeling; Libertango; Mas Que Nada;
- Learn and build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels
- Learn to sing the song: Stop!
- 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

### Lean On Me

Style: Gospel

- Listen & appraise: He Still Loves Me; Shackles; Amazing Grace; Ode To Joy Symphony; Lean On Me
- 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: Lean on Me
- 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



Year 5

### **Make You Feel My Love**

**Style: Pop ballads**

- Listen & appraise: Make You Feel My Love by Bob Dylan - Adele version; Make You feel my Love - Bob Dylan version; So Amazing by Luther Vandross; Hello by Lionel Richie; The Way You Look Tonight by Jerome Kern; Love Me Tender by Elvis Presley
- Learn and build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels
- Learn to sing the song: Make you feel my love
- 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

### **The Fresh Prince of Bel Air**

**Style: Old school hip hop**

- Listen & appraise: Fresh Prince Of Bel-Air by Will Smith; Me, Myself And I by De La Soul; Ready Or Not by The Fugees; Rapper's Delight by The Sugarhill Gang; U Can't Touch This by MC Hammer; It's Like That by Run DMC
- 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: The Fresh Prince of Bel Air
- 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

Year 6

### **Benjamin Britton - A New Year Carol**

**Style: Western, Classical, Gospel, Bhangra**

- Listen & appraise: I Mun Be Married on Sunday; Fishing Song
- 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: A New Year Carol
- 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

### **You've Got a Friend in Me**

**Style: The Music of Carole King**

- Listen & appraise: The Loco-Motion; One Fine Day; Up On the Roof; Will you Still Love Me Tomorrow; A Natural Woman
- 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: You've Got a Friend in Me
- 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



## PE/Physical Development

Reception

### Dance 'til You Drop

- Develop the ability to adapt a known dance
- Develop the ability to share my ideas about how to adapt a dance
- Share opinions and give my own ideas about how to adapt and alter a simple dance

### Gymnastics - Jumping Jacks

- Develop the ability to jump in a range of ways from one space to another
- Control my body when jumping and balancing
- Create a sequence using a jump and a balance
- Develop the ability to roll in a range of ways
- Control my body when rolling in a range of ways
- Perform a sequence with confidence and control

Year 1

### Multi Skills Bat and Ball

- Balance and co-ordination when holding a racket.
- Master basic movements and apply these in a range of activities.
- Hold a racket correctly and use it to control a beanbag in a variety of ways.

### Invasion Games

- Master basic movements including running, jumping, throwing and catching
- Develop balance, agility and coordination
- Begin to apply these in a range of activities
- Travel in different ways with control



### **Invasion Games**

- 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

### **Multi-Skills Bat and Ball**

- Develop balance and coordination when holding a racket to hit a ball
- Master basic movements and apply these in a range of activities
- Hold a racket correctly to hit a ball
- Develop balance and coordination when hitting a ball back to a partner
- Hit a ball that has been thrown underarm
- Develop balance and coordination
- Master basic movements and apply these in a range of activities, making use of a practised tactic
- Practise and use a simple tactic
- Develop balance and coordination when using a cricket bat
- Hold a cricket bat correctly and use it to hit a ball
- Develop balance and coordination
- Master basic movements and apply these in a range of activities using a variety of cricket skills
- Practise a range of cricket skills
- Develop balance and coordination when applying bat and ball skills
- Combine my skills to play a competitive team game



### Swimming

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

### Net and Wall Games: Tennis

- Use effective footwork, movement and positioning in the context of net and wall games
- Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of aiming for a target in net and wall-based games
- Roll and throw a ball accurately
- Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of net and wall game racket skills
- Develop ball control when using a racket
- Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of the learning the forehand technique in net and wall-based games
- Hit a ball accurately using the forehand technique
- Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of the learning the backhand technique in net and wall-based games
- Use the backhand technique in different ways
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of net and wall-based games
- Understand and demonstrate the basic principles of attacking



### Dance

- Perform dances using a range of movement patterns in the context of the Roman Empire
- Combine and perform movement phrases to represent facts about the Roman Empire
- Perform dances using a range of movement patterns in the context of the Roman army
- Compose and perform movement sequences with expression
- Perform dances using a range of movement patterns in the context of the Roman Colosseum
- Link and combine movement phrases
- Perform dances using a range of movement patterns in the context of the burial of Pompeii following the eruption of Vesuvius
- Work as part of a group to develop a longer dance that tells the story of Pompeii
- Perform dances using a range of movement patterns in the context of the Roman festival of Saturnalia
- Perform a dance with precision and control

### Hockey

- Develop flexibility, strength, technique and balance in the context of passing and receiving
- Pass and receive the ball in hockey
- Dribble with the ball in hockey
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of dribbling
- Learn the technique for the Indian dribble
- 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 tackling
- Know how to tackle an opponent
- 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 taking penalty shuffles
- Aim for a target
- Take a penalty shuffle
- Play in a mini hockey tournament
- Apply the hockey skills I have learnt in a game



### Gymnastics

- Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps
- Accurately perform a cat leap 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 round-off
- Perform a round-off
- Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement
- Independently plan a sequence of gymnastics movements that are creatively linked together
- Develop flexibility, strength, technique, control and balance by choreographing and performing a routine in a pair or group
- Perform a gymnastics sequence in a pair or group in time to music

### Dance

- Perform dances using a range of movement patterns in the context of creating a dance inspired by the theme of environmental issues
- Use transitions to link movements together smoothly
- Use spatial awareness and demonstrate this skill effectively in a dance
- Demonstrate an ongoing motif throughout a dance
- Demonstrate variations in timing throughout a dance
- Demonstrate strong, expressive movements throughout a dance
- Combine movements to create a fluent sequence



Year 6	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Respond to stimuli, improvising freely using a range of controlled movements</li> <li>• Perform a variety of dance techniques with accuracy and consistency</li> <li>• Work with a group to create appropriate dance movements to fit with different musical stimuli</li> <li>• Represent objects and actions through a dance phrase</li> <li>• Select and use a range of movements to create a dance phrase that demonstrates my ideas</li> <li>• Suggest and make improvements to my group’s dance phrase, based on peer feedback</li> </ul> <p><b>PE Leadership</b></p> <ul style="list-style-type: none"> <li>• Lead others during the PE lesson, demonstrating different leadership skills including respect and giving clear instructions</li> <li>• Lead others during the PE lesson, demonstrating different leadership skills including confidence, positivity and directing others</li> <li>• Lead others during the PE lesson, demonstrating different leadership skills including adaptability, safety and good communication</li> <li>• Lead others during the PE lesson, demonstrating different leadership skills including emotional intelligence, resilience and motivating others</li> <li>• Recognise and demonstrate a range of leadership skills during problem-solving activities</li> <li>• Learn about different leadership skills including encouragement, decision making and evaluating</li> <li>• Plan and lead a physical activity for a selected group of children</li> </ul>
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M.F.L. - Spanish/Communication and Language	
Reception	<ul style="list-style-type: none"> <li>• Answer the register using expressions like ‘Happy New Year’, ‘Good morning’ and ‘I am here’ in Spanish</li> <li>• Recognise the colours in Spanish and show understanding through a physical response</li> <li>• Repeat the colours in Spanish with accurate pronunciation</li> <li>• Join in with some of the words of a song about colours from memory</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Ask and answer questions about my name, age (revision) and where I live</li> <li>• Understand and react to classroom instructions</li> <li>• Name classroom objects</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Express opinions about different food and provide adjectives to justify responses</li> <li>• Explain when I like to choose different food or drinks dependant on the weather</li> <li>• Talk about my immediate and extended family</li> <li>• Use adjectives to describe family members</li> </ul>



Year 3

- Talk about which hobbies I enjoy - with whom, where and why
- Ask my classmates about their hobbies using the question words: why, with whom, when and where
- Express opinions about school subjects
- Discuss which stationery items (revision) might be required for each school subject

Year 4

- Listen and show understanding of short phrases through physical response
- Listen and show understanding of more complex familiar phrases and sentences
- Listen and show understanding of more complex sentences containing familiar words and unfamiliar words
- Recognise a familiar question and respond with a simple rehearsed response
- Ask and answer several simple and familiar questions with a rehearsed response
- Ask and answer more complex familiar questions with a scaffold of responses
- Ask for clarification and help
- Engage in a short conversation using familiar questions and express opinions
- Name objects and actions and link words with a connective in a simple rehearsed statement
- Use familiar vocabulary to say simple sentences to give information using a language scaffold
- Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
- Manipulate familiar language to present own ideas and information in more complex sentences
- Repeat vocabulary modelled accurately
- Retain many of the words learnt within each topic
- Use vocabulary from different topics to extend sentences
- Use accurate pronunciation and intonation so that others can understand

Year 5

- Listen and show understanding of short phrases through physical response
- Listen and show understanding of more complex familiar phrases and sentences
- Listen and show understanding of more complex sentences containing familiar words and unfamiliar words
- Recognise a familiar question and respond with a simple rehearsed response
- Ask and answer several simple and familiar questions with a rehearsed response
- Ask and answer more complex familiar questions with a scaffold of responses
- Ask for clarification and help
- Engage in a short conversation using familiar questions and express opinions
- Name objects and actions and link words with a connective in a simple rehearsed statement
- Use familiar vocabulary to say simple sentences to give information using a language scaffold
- Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
- Manipulate familiar language to present own ideas and information in more complex sentences
- Repeat vocabulary modelled accurately
- Retain many of the words learnt within each topic
- Use vocabulary from different topics to extend sentences
- Use accurate pronunciation and intonation so that others can understand



- Listen and show understanding of short phrases through physical response
- Listen and show understanding of more complex familiar phrases and sentences
- Listen and show understanding of more complex sentences containing familiar words and unfamiliar words
- Recognise a familiar question and respond with a simple rehearsed response
- Ask and answer several simple and familiar questions with a rehearsed response
- Ask and answer more complex familiar questions with a scaffold of responses
- Ask for clarification and help
- Engage in a short conversation using familiar questions and express opinions
- Name objects and actions and link words with a connective in a simple rehearsed statement
- Use familiar vocabulary to say simple sentences to give information using a language scaffold
- Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
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