

The New Curriculum and Our Creative Curriculum 24 - 25

Year 1

Subject						
Topic Title	Twisted Tales	Inspirational Occupations	Best of Leicester	Weird and Wonderful Weather	Marvellous Makers	World Explorers & Animal Whisperers
Science		Human Body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.	Seasons changing.  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies.	Everyday materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Animals, including humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
History		The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods <b>Florence Nightingale</b> <b>Amelia Earheart</b> <b>Mary Seacole</b>	*Significant events, <b>people</b> and places in own locality: <ul style="list-style-type: none"> <li>Richard iii</li> </ul> * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant globally: <ul style="list-style-type: none"> <li>The 1<sup>st</sup> aeroplane flight.</li> </ul>	
Geography  Map Day: Looking at a	Geographical Skills and fieldwork Use aerial photographs and plan perspectives		Name, locate and identify characteristics of the 4 countries and capital cities of the	Identify daily weather patterns in the United Kingdom Identify seasonal		Name and locate the worlds 7 continents and 5 oceans Use world maps,

<p>variety of different maps, plans and globes. Create own plan of the classroom, including objects. Give directions using compass points</p>	<p>to recognise landmarks and basic human and physical features: devise a simple map and use and construct basic symbols in a key.</p> <p>Use simple compass directions (N, S, E, W) and locational and directional language (near, far, left, right etc.) to describe the location of features and routes</p>		<p>United Kingdom and its three surrounding seas. Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, shop</p> <p>Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Use simple fieldwork and observational skills to study geography of their local school and the key human and physical features of its surrounding environment.</p>		<p>atlases and globes to identify countries, continents and oceans</p>
<p>Computing</p>	<p><b>Beebot app + Daisy the Dinosaur app</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Logging on to Seesaw using QR code</b></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p><b>Take a photo (or multiple) and record what the photo on seesaw</b></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p><b>Code.org Course B</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Create a poster</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p><b>online safety</b></p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>

Art	To begin to use drawing to develop their ideas and imagination.  <b>Adrienne Segur</b>	To look at an artist's art work and say what they like about it.  <b>Monet</b>  <ul style="list-style-type: none"> <li>• Poppy Field</li> <li>• Impression, Sunrise</li> <li>• The Water Lily Pond</li> </ul>	To use their experiences to begin to sculpt a Leicester land mark.	To experiment with different mediums/materials creatively to design their own image.  <b>John Barrett</b>	Discuss the mediums used by an artist and their impact  <b>Adrienne Segur Sara Ogilvie John Tenniel</b>	To describe the differences between an architectural structure and their own creation (e.g. design their own St Basil's Cathedral).  <b>Yakovlev &amp; Barma</b>
DT		<b>Making an aeroplane for Amelia Earhart.</b> Create simple designs for a product. Use a range of simple tools to cut, join and combine materials and components safely. Use structures exploring how they can be made stronger, stiffer and more stable.			<b>Fruit Rumlbers</b> Use simple tools with help to prepare food safely. Talk about what he/she eats at home and begin to discuss what healthy foods are. Say where some foods come from and give examples of food that are grown.	
Music	<b>Charanga Hey You!</b>  <b>Singing, clapping</b>  Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>Charanga Rhythm in the Way We Walk and Banana Rap</b>  <b>Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<b>Charanga In The Groove</b>  <b>Listen and appraise. Non-tuned instruments</b> Play tuned and untuned instruments musically	<b>Learning to Listen</b>  <b>Boomwhackers</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Having fun with Improvisation</b>  <b>Boomwhackers</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b>Charanga Reflect Rewind and Replay</b>  Listen with concentration and understanding to a range of high-quality live and recorded music
PE Throughout Lead healthy, active lives.	<b>Movement</b> Master basic movements including throwing and catching	<b>Team games</b> Participate in team games, developing simple tactics for defending Master basic movements including agility and co-ordination	<b>Dance</b> Perform dances using simple movement patterns.	<b>Movement</b> Master basic movements including running and jumping.	<b>Team games</b> Participate in team games, developing simple tactics for defending. Master basic movements including agility and co-ordination	<b>Sports Day Focus</b> Master basic movements including development of agility and coordination.

RE – Leicestershire RE Syllabus	What do stories from religious traditions teach about God?	How are stories and celebrations linked?	What do creation stories teach about God and human nature?		What do people learn from stories and festivals?	
Behaviour and Safety	The Golden Rules – what are they and what do they mean?	Bullying – what is bullying? How can we stop it?	‘Clever Never Goes’	Staying safe – the green cross code and wearing seatbelts.	Healthy living – exercise and eating well	Being a good friend – what is a friend? How do they act?
PSHE	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings.</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for</p>	<p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R15. how to respond safely to adults they don’t know</p>	<p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests</p>



			help; importance of keeping trying until they are heard			someone might need to do different jobs
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Subject						
Topic Title	Captivating Capitals	Terrible Tudors	Food Glorious Food	Magnificent Materials	Into The Woods	Tales From Around The World
Science		<p>Animals, including humans</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Animals, including humans continued</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a Simple food chain, and identify and name different sources of food.</p>	<p>Uses of Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Living Things and their Habitats</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>
History	<p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> <li>Great Fire of London</li> </ul>	<p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods:</p> <ul style="list-style-type: none"> <li>Walter Raleigh</li> <li>Francis Drake</li> <li>Elizabeth I</li> </ul>				<p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods:</p> <ul style="list-style-type: none"> <li>Pieter Bruegel the Elder</li> <li>LS Lowry</li> </ul>
<p>Geography</p> <p>Map Skills – Look at a map of the school grounds, identify key landmarks, streets etc</p> <p>Create a simple aerial</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its three surrounding seas.</p>			<p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and</p>		<p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>

<p>map of the school and add photographs and a key.</p> <p>Use simple compass directions (north, south, east and west)</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its 3 surrounding seas.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>			<p>weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>		
Computing	<p><a href="#">Lightbot hour of code app</a> and <a href="#">A.L.E.X app</a>.</p> <p>understand what algorithms are; how they are implemented as programs on digital</p>	<p><a href="#">Seesaw</a></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p><a href="#">online safety</a></p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to</p>	<p><a href="#">Add a picture to and text boxes to a page on Seesaw</a></p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information</p>	<p><a href="#">Further online safety</a></p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and</p>	<p><a href="#">Code.org course C</a></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>

	<p>devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>		<p>go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>technology beyond school</p>	<p>respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>
Art	<p>To develop a wide range of art and design techniques in using colour, pattern, line, shape and space</p> <p>Claude Oscar Monet – Water Lilies</p>	<p>To experiment with a range of mediums to create a Tudor Rose.</p>	<p>To learn about a range of artists and make links to their own work</p> <p>Giuseppe Arcimboldo.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Vicki Rawlins</p>	<p>To create and show moods through art work by using colour.</p> <p>Van Gogh – Starry Night</p>	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Sayed Haider Raza</p>

DT	<b>Make a cart using wheels and axles</b> Design purposeful, functional, appealing products for themselves and others based on a design criteria. Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools. Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. Explore and use mechanisms, e.g. levers, sliders, wheels, axles in his/her products. Generate, develop, model and communicate his/her ideas through drawing, templates, mock-ups and, where appropriate, information and communication technology.		<b>Making Pitta Bread Pizzas</b> Focusing on safe cutting and chopping Use a wider range of cookery techniques to prepare food safely. Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught. Evaluate and assess existing products and those that he/she has made using design criteria.			
Music	Charanga Hands, Feet, Heart  <b>Boomwhackers</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Charanga Ho Ho Ho  <b>Boomwhackers and Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Charanga I Wanna Play in a Band  <b>Listen and appraise. Non-tuned instruments</b> Play tuned and untuned instruments musically	Charanga Zootime  <b>Glockenspiel</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Charanga Recognising different sounds  <b>Glockenspiel</b> Play tuned and untuned instruments musically.	Charanga Reflect Rewind and Replay Listen with concentration and understanding to a range of high-quality live and recorded music.
PE	Master basic movements including throwing and catching.	Competitive Games Participate in team games, developing simple tactics for attacking and defending	Dance/healthy living Develop balance and co-ordination. Perform dances using simple movement patterns with a partner in the context of plants and growing.	Ball Games Master basic movements including running, jumping, throwing and catching	Gymnastics Master basic movements including balance, agility and co-ordination	Sports Day Focus Master basic movements including balance, agility and co-ordination

RE	What are sacred texts?		What do we mean by religion and world views? Christianity and Islam	What do we mean by religion and world views? Judaism and Buddhism	What do we mean by religion and world views? Hinduism and Sikhi	What do we mean by religion and world views? Humanism
Behaviour and Safety	The Golden Rules – what they are and how they help us.	Bullying – what is bullying? Introduce the four main types of bullying	Water safety.	Staying safe – fire safety	Healthy living – eating your 5 a day and maintaining a balanced diet.	Making good choices – different scenarios – what would you do?
PSHE	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R21. about what is kind and unkind behaviour, and how</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L14. that everyone has different strengths</p> <p>L16. different jobs that people they know or people who work in the community do</p>	<p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. those medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay</p>	<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>

	<p>this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H24. how to manage when finding things difficult</p>		<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>		<p>healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. about the people who help us to stay physically healthy</p>	
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**Year 3**

Subject						
Topic Title	Kapow	Smashing Saxons	Rock n' Roll	Rockin' Romans	Awesome Oceans	Harry Potter
Science	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>		<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Animals</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p>					
History		Britain's settlement by Anglo-Saxons and Scots		The Roman Empire and its impact on Britain.		
<p>Geography</p> <p>Map Skills – Discuss the difference between Great Britain, UK and British Isles. Explain what a capital city is. Locate and label countries and capital cities on a map.</p> <p>Use the 8 points on a compass.</p>		<p>Name and locate geographical regions and identify human and physical characters such as land-use patterns.</p> <p><b>Begin to</b> understand how some of these have changed over time.</p> <p>Use maps, globes,</p>	<p>To describe and understand physical geography, including mountains, earthquakes and volcanoes.</p> <p>Using maps to focus on North and South America, concentrating on key physical characteristics.</p> <p>Describe and</p>		<p>Use maps, globes, atlases, digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.</p> <p>Use the 4 points of a compass to build their knowledge of the United Kingdom and the wider world.</p> <p>Identify the position and</p>	

		<p>atlases, digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of comparing land use in different settlements.</p>	<p>understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of comparing land use in different settlements.</p>		<p>significance of latitude, longitude, Equator, Northern/Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use fieldwork to observe measure, record and present the features in the local area using a range of methods, including sketch maps, plans &amp; graphs and digital technologies.</p>	
Computing	<p><a href="#">Code.org Course D</a></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them</p>	<p><a href="#">Scratch JR app</a></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p><a href="#">Puppet pals</a></p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,</p>	<p><a href="#">search engines</a></p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and</p>	<p><a href="#">online safety</a></p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected</p>	<p><a href="#">Beebot</a></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and</p>

	into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	evaluating and presenting data and information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	presenting data and information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unaccepta- ble behaviour; identify a range of ways to report concerns about content and contact.	repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Art	To use sketch books to create comic strips using pencil.  To review and revisit sketch books to create their comic strip on a computer.  Comic strips – use of computing to create art.  <b>Chris Sprouse</b> - Design their own superhero - costumes and drafts	To improve mastery of art and design using sculpting techniques.  Look at the sculpture of 'The Thinking Man' with the idea of creating their own sculpture of a Saxon man, considering what they might be feeling.  <b>Auguste Rodin</b>	<b>Beatriz Milhazes</b>  to improve their mastery of art and design techniques, including drawing, painting and  sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  Mosaic and collage	To improve their mastery of art techniques using pastels based on 'Vesuvius' by Andy Warhol.  Volcano pictures using pastels.  <b>Andy Warhol Vesuvius</b>	Underwater pictures using water colours.  <b>Winslow Homer – Gloucester Harbour</b>	To use sketch books to sketch ideas for a picture related to Harry Potter (castle, character etc.) Build up to a final piece of art work using pencils/crayons/chalk etc. <b>Jim Kay</b>

DT	<p><b>Making a bat cave</b> Use knowledge of existing products to design his/her own functional product. Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. Make suitable choices from a wider range of tools and unfamiliar materials to plan out the main stages of using them. Safely measure, make out, cut, assemble and join with some accuracy. Strengthen frames using diagonal struts.</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.</p>				<p><b>Making fish cakes</b> Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. Investigate and analyse existing products and those he/she has made, considering a wide range of factors. Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world.</p>	Understand how mechanical systems such as levers and linkages or pneumatic systems create movement.
Music	Charanga Glockenspiel 1	Writing Down Music  □ improvise and	Charanga Three Little Birds	Charanga The Dragon Song	Charanga Glockenspiel 2	Charanga Bringing Us Together

	<b>Glockenspiel</b> □ use and understand staff and other musical notations	compose music for a range of purposes using the inter-related dimensions of music  □ listen with attention to detail and recall sounds with increasing aural memory	<b>Glockenspiel both parts</b> □ listen with attention to detail and recall sounds with increasing aural memory	□ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations	<b>Glockenspiel</b> □ use and understand staff and other musical notations	<b>Listen and Appraise Glockenspiel</b> □ listen with attention to detail and recall sounds with increasing aural memory
Languages-French	Core Vocabulary (days, Months, numbers) Listen attentively to spoken language and show understanding by joining in and responding.	Fruit Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	I know how... Speak in sentences, using familiar vocabulary, phrases and basic language structures.	I'm Learning French Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Appreciate stories, songs, poems and rhymes in the language.	Little Red Riding Hood Appreciate stories, songs, poems and rhymes in the language.	Musical Instruments Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
PE	Football •            throwing and catching in isolation and in combination.  play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending •            compare their performances with previous ones and demonstrate improvement to achieve their	Dance •            perform dances using a range of movement patterns •            compare their performances with previous ones and demonstrate improvement to achieve their personal best	Gymnastics •            Jumping, throwing and catching in isolation and in combination •            develop flexibility, strength, technique, control and balance •            compare their performances with previous ones and demonstrate improvement to achieve their personal best	Dodgeball •            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 •            develop flexibility, strength, technique, control and balance	Athletics •            compare their performances with previous ones and demonstrate improvement to achieve their personal best •            use running, jumping, throwing and catching in isolation and in combination •            develop flexibility, strength, technique, control and balance	Tri Golf (bat & ball skills) •            play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending •            compare their performances with previous ones and demonstrate improvement to achieve their personal best •            develop flexibility, strength, technique, control and balance

	personal best					
RE – Leicestershire RE Syllabus	How do people express their beliefs through worship and caring for others?  Christianity & Islam	How do people express their beliefs through worship and caring for others?  Sikh & Hinduism	What do we mean by religious and spiritual experiences?		Religious Stories	Creation
Behaviour and Safety	Demonstrating & following the school rules – why do we need to follow rules?	Bullying – types of bullying and features of each.	Road Safety – green cross code, car safety and cycling safety	‘Clever Never Goes’	Stereotypes and Prejudices	Making good choices – what are the consequences of our actions?
PSHE	L2. to recognise there are human rights, that are there to protect everyone  L3. about the relationship between rights and responsibilities  L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food	H17. to recognise that feelings can change over time and range in intensity  H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;  H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  H38. how to predict, assess and manage risk in different situations  H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep)  H41. strategies for keeping safe in the local environment or unfamiliar places (rail,	H1. how to make informed decisions about health  H2. about the elements of a balanced, healthy lifestyle  H3. about choices that support a healthy lifestyle, and recognise what might influence these  H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another  R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)  H27. to recognise their individuality and personal qualities  H28. to identify personal strengths, skills, achievements and interests and how these

	<p>choices)</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous,</p>	<p>water, road) and firework safety; safe use of digital devices when out and about</p>	<p>tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and</p>	<p>contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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		respectful relationship			with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	
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# Year Four

Subject						
Topic Title	Willy Wonka's Wonderful World of Chocolate	Rockin' Rainforest	Rotten Romans	Shocking Mysteries	Groovy Greeks	Adventures Around Europe
Science	States of matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Living Things and their Habitats Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.		Electricity Identify common appliances that run on electricity Construct a simple series electrical 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.	Animals, including humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions	Sound 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
History	A non-European society that provides contrasts with British history - <b>Mayan civilization.</b>		The Roman Empire and its impact on Britain.		Ancient Greece – a study of Greek life and achievements and their influence on the western world.	
Geography		To describe and understand biomes To use maps, atlases, globes and digital/computer mapping	Locate the world's countries, using maps to focus on Europe (including the location of			To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in

<p>a range of purposes and different human and physical features. Explain what an Ordnance Survey (OS) map is. Begin by focussing on four-figure, then move on to six for those who are ready. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.</p>		<p>to locate countries and describe features studied in the context of rainforests. Describe and understand key aspects of vegetation. Locate the world's countries – focusing on South America. Understand geographical similarities and differences through the study of human and physical geography of the Amazon rainforest. independent research into the Amazon rainforest and Awa tribe. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation.</p>	<p>Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, globes, atlases, digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. Whilst studying history, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>			<p>the context of European countries. To understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country in the context of comparing landscapes and climates. To understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region in a European country in the context of comparing towns. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, European country and a region within North America.</p>
Computing	<p><b>online safety</b> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>Code.org Course E</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><b>two different search engines</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that</p>	<p><b>Scratch conversation</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to</p>	<p><b>Greek monuments / statues and light them up with the Micro:bit</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in</p>	<p><b>Create presentation</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	accomplish given goals, including collecting, analysing, evaluating and presenting data and information use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	explain how some simple algorithms work and to detect and correct errors in algorithms and programs	programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Art	To improve their mastery of sculpture by using a range of materials.  To compare my work with my peers'.	To use overlapping skills to improve mastery of art techniques.  To become proficient in drawing, painting, sculpture and other art, craft and design techniques  (Collage pictures of animals)  Megan Coyle.	To improve their mastery of art techniques using pastels based on 'Vesuvius' by Andy Warhol.  Volcano pictures using pastels.  Andy Warhol Vesuvius	To use photography or video to create a piece of art work based on the illustrations from Harris Burdick. <b>Illustrator Chris Van Allsburg</b>  Recreate scenes of Harris Burdick focussing on light	To recognise and compare architectural works in history.  Famous Greek architects in history <b>Phidias – Statue of Zeus and the Parthenon - Athena Parthenos</b>	. To research artists around Eastern Europe and identify one to create a piece of artwork. ( <b>Kandinsky, Olbinski, Prymachenko and Mucha</b> ) NC: To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms  To produce an independent piece of artwork based on the style of your ( Artist selection Kandinsky, Olbinski, Prymachenko and Mucha)
DT		<b>Making a raft house for a rainforest</b>  Use knowledge of existing products to design a functional and appealing product for a particular			Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. Understand what makes a healthy and balanced diet and that different foods and drinks provide different	

		<p>purpose and audience.</p> <p><b>Alastair Humphreys-Blogger</b></p> <p>Create designs using exploded diagrams.</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. cutting internal shapes, slots into frameworks.</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.</p>			<p>substances the body needs to be healthy and active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques.</p> <p><b>Making an Omelette</b></p>	
Music	<p>Charanga Mamma Mia</p> <p><b>Listen and Appraise Glockenspiel optional</b></p> <p>☞ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Compose with Friends</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p>	<p>Charanga – Djembe drum instrument lessons</p> <p><b>Djembe drums</b> ☞ listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music.</p> <p>Use and understand musical notations.</p>	<p>Charanga – Blackbird</p> <p><b>Glockenspiel medium and both parts</b></p> <p>☞ improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>☞ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Charanga Dragon beats Yu Studio</p> <p>Composing with music technology</p>	<p>Charanga- Djembe drum instrument lessons</p> <p><b>Djembe drums</b> ☞ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
Languages-French	<p>All about me</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud</p>	<p>My Family</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling,</p>	<p>Traditions and Celebrations</p> <p>Read carefully and show understanding of words, phrases</p>	<p>At my house</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>At the café</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>In class</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>

	or using familiar words and phrases.	sound and meaning of words.	and simple writing.			
PE	Cricket 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 develop flexibility, strength, technique, control and balance	Tag Rugby 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	Gymnastics compare their performances with previous ones and demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Swimming Dance perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best	Athletics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Tennis play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance
RE	What does Pilgrimage mean to individuals and communities Christianity & Judaism	What does Pilgrimage mean to individuals and communities Islam & Hinduism	Which Religious and Worldview communities can we find in our neighbourhood		Philosophy	
Behaviour and Safety	Following the rules – when and how do we follow rules outside of school?	Bullying – Focus on different bullying scenarios (all types). What should you do?	Discrimination	Electrical safety	Identity	Resolving Conflict
PSHE	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws  L6. about the different groups that make up their community; what living in a community means  L7. to value the different contributions that people and groups make to the community	H18. about everyday things that affect feelings and the importance of expressing feelings  R13. the importance of seeking support if feeling lonely or excluded  R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded;	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  H16. about strategies and behaviours that support mental health — including how good quality	L3. about the relationship between rights and responsibilities  L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others  L8. about diversity: what	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle  H5. about what good physical health means; how to recognise early signs of physical illness  H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

	<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes</p>	<p>it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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			<p>that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>			
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**Year 5**

Subject						
Topic Title	Invaders and Traders	Narnia	Wonders of the Universe	Ancient Egypt	Human Body	Innovative Inventions
Science		<p>Living Things and their habitats</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Properties and changes of materials</p> <p>☐ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>☐ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>☐ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>☐ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Animals, including humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>

				<p>☐ demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>☐ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>		
History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.			The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		
<p>Geography</p> <p>Map Skills – use grid references to locate places and geographical features on Ordnance Survey maps. Use maps to learn about places on maps through reading symbols and map keys. Human and physical geography focussing on gradient and contour lines as a physical feature of</p>	<p>Locate Scandinavian countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom &amp; Scandinavia. Use fieldwork to observe, measure, record and present the human and physical</p>		<p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle identify the position and significance of latitude, longitude</p> <p>To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian</p>	<p>Describe and understand physical geography, including rivers.</p> <p>Describe and understand human geography, including: types of settlement and land use, economic activity including trade links in context of rivers. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch</p>		

<p>the environment. Geographical skills and fieldwork: interpret a range of sources of geographical information, including maps and aerial photographs. Use the eight points of a compass, four and six-figure grid references, symbols and map keys) to build knowledge of the United Kingdom and the wider world.</p>	<p>features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies. Understand geographical similarities and differences through the study of the geography of the United Kingdom and a region in a European country. Use maps, globes, atlases, digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Name and locate countries and cities of the United Kingdom, geographical regions and identifying human and physical characteristics. Understand how topographical features and land-use patterns have changed over time.</p>		<p>Line. Identify the position and significance of time zones (including day and night) by comparing times in different countries.</p>	<p>maps, plans, graphs and digital technologies.</p>		
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Computing	<p><b>online safety</b></p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a</p>	<p><b>Code.org Course F</b></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Further online safety</b></p> <p>importance of choosing an age-appropriate website or game; evaluate digital content to see if it is suitable</p>	<p><b>Ancient Egypt Scratch mummy</b></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Numbers App on iPads or excel on laptops.</b></p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p><b>form using the Google forms</b></p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>
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	range of ways to report concerns about content and contact.					
Art	<p>To express emotion in art by creating mood and feeling.</p> <p>N.C: To know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation</p> <p>(mixing colours to create a complex picture of emotions, can certain parts of the picture show different emotions, can the picture tell a story using colour?) Link to Vikings (voyages, longboats, battles etc) Medium – paint use mixing of paint to explore colour moods.</p> <p>Use layering techniques to create a dynamic piece of art. <b>Cassie Stephans</b></p>	<p>To research and select a <b>Ron McCombe</b> image, justifying why you have selected that image to sketch.</p> <p>To organise, line, tone, shape and colour to represent figures and forms when sketching a Ron McCombe image.</p> <p>To evaluate the work produced.</p> <p>Looking at animals in their natural habitat. Using photography to link with Computing and sketching their photos.</p>	<p>To experiment and develop an increasing awareness of different kinds of art, craft and design.</p> <p>To explore how shadows can be used to create space photography.</p> <p><b>Chesley Bonestell</b></p>	<p><b>Imhotep</b></p> <p>to improve their mastery of art and design techniques, including drawing, painting and</p> <p>sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>clay sculptures</p>	<p>To improve their mastery of art by developing their shape, line and form techniques.</p> <p>To create an in depth self-portrait in the style of abstract In the style of Picasso's faces.</p> <p><b>Picasso</b></p>	<p>To explore different printing techniques.</p> <p>To create and use different printing techniques.</p> <p>To be able to create a printing technique and use it to create an effective piece of artwork.</p> <p><b>Elizabeth Murray</b></p>
DT		<p>Making a Witch's Sledge</p> <p>Produce step by step plans to guide his/her making, demonstrating, that he/she can apply his/her knowledge of different materials,</p>			<p><b>Making Bread</b></p> <p>Understand the main food groups and the different nutrients that are important for health.</p> <p>Understand how a variety of ingredients are grown, reared,</p>	<p><b>Making Robots</b></p> <p>Understand how to use more complex mechanical and electrical systems.</p>

		tools and techniques. Create prototypes to show his/her ideas. Make careful and precise measurements so that joins, holes and openings are in exactly the right place. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.			caught and processed to make them safe and palatable/tasty to eat. Select appropriate ingredients and use a wide range of techniques to combine them. Use his/her research into existing products and his/her market research to inform the design of his/her innovative product.	
Music	<p>Charanga Livin on a Prayer</p> <p><b>Recorder</b></p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>☑ listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Enjoying Musical Styles</p> <p>☑ develop an understanding of the history of music.</p> <p>☑ listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Charanga Make you Feel My Love</p> <p><b>Recorder</b></p> <p>☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>☑ improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga The Fresh Prince of Bel-Air</p> <p><b>Recorder</b></p> <p>☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>☑ improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Charanga Dancing in the Street</p> <p><b>Recorder</b></p> <p>☑ use and understand staff and other musical notations</p> <p>☑ listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Hip Hop Yu Studios</p> <p>Musical composition with music technology</p>
Languages-French	<p>Vikings</p> <p>Describe people, places, things and actions orally and in writing</p>	<p>As-tu un animal? (Have you got a pet?)</p> <p>Engage in conversations; ask and answer questions; express opinions and</p>	<p>Quelle est la date?</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Les vêtements (Clothes)</p> <p>Broaden their vocabulary and develop their ability to understand new</p>	<p>Les Habitats (Habitats)</p> <p>Develop accurate pronunciation and intonation so that others understand</p>	<p>Quel Temps Fait-il? (Weather)</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Listen attentively to</p>

		respond to those of others; seek clarification and help.		words that are introduced into familiar written material, including through using a dictionary.	when they are reading aloud or using familiar words and phrases.	spoken language and show understanding by joining in and responding.
PE	Swimming Handball (throwing and catching) 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 develop flexibility, strength, technique, control and balance	Hockey (invasion) 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 develop flexibility, strength, technique, control and balance	Gymnastics perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best	Basketball (throwing and catching) 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 develop flexibility, strength, technique, control and balance	Athletics use running, jumping, throwing and catching develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best	Rounders 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 develop flexibility, strength, technique, control and balance
RE	How do people welcome new life into the world? Christianity, Judaism & Hinduism Islam, Sikhism & Humanism		How do people celebrate marriage? Christianity, Judaism & Hinduism Islam, Sikhism & Humanism		What do people believe about the afterlife? Christianity, Judaism & Hinduism Islam, Sikhism & Humanism	
Behaviour and Safety	Why is it important to follow the rules?	Bullying – Emotions of those bullying, being bullied and bystanders. What is the impact of bullying?	Alternative Perspectives	Respect and Dealing with Conflict	Peer Mediation Training	Child Criminal Exploitation – what is crime? How do children end up involved in crime?
PSHE	L17. about the different ways to pay for things and the choices people have about this  L18. to recognise that people have different attitudes towards saving and spending money; what influences	H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face  R31. to recognise the	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R13. the importance	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet

	<p>people's decisions; what makes something 'good value for money</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be</p>	<p>importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>of seeking support if feeling lonely or excluded</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society;</p>	<p>media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>	<p>dreams)</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup></p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R26. about seeking and giving permission (consent) in different situations</p>
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		resolved with help and support; and that it is important to discuss feelings with a trusted adult		<p>strategies to improve or support courteous, respectful relationships</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>		
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Subject						
Topic Title	Voyagers	Vile Victorians	Amazing Australia	Extinct?	Over the Top!	Survival!
Science		<p>Light 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.</p> <p>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. Recognise that light appears to travel</p>	<p>Living things and their habitats Animals including humans Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		

		in straight lines				
History		A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Victorians		Changes in Britain from the Stone Age to the Iron Age.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. WW1	
Geography  Map Skills - Name and locate counties and cities of the United Kingdom and discover how to locate specific landmarks and places through the use of grid references.  Use OS map symbols and the map key to name physical and human features.  Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information through maps. Use the eight points of a compass	Locate the world's countries, using maps to focus on Europe, (including location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, major cities. To describe and understand key aspects of human geography, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of human geography, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links.	Understand the physical geography of different locations in Australia and the key landforms in these places. Focusing on the four major landform regions discovering their key geographical features (island, plateau, lake, gorge, desert, mountain ranges). Pupils learn that climate affects where people live and the characteristics of places in Australia. Understanding where Australians have come from, the term 'migration', and thinking about why most people living in Australia live in coastal cities. Consider the physical geography of the most populated parts of the country and that coastal areas are more accessible for trade and travel. Learning more about the			

and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	zones (including day and night) in the context of identifying and describing a range of places across the Americas. To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied in the context of North and South America. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area.		political boundaries (states) of Australia and the population in Australia. Considering the physical geography of cities and physical features that attract people to these locations. Discovering why people choose to settle in specific places and the geographical characteristics of Australia's cities. Exploring the similarities and differences between a rural and urban area in Australia. Comparing and contrasting aspects of life in Australia to the UK. Discovering industry and employment characteristics of Australia, and comparing these with the UK. Comparing the daily lives of children living in rural and urban areas of Australia - considering the physical characteristics, including weather and how this impacts daily life.			
Computing	<b>Scratch quiz</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	<b>Retell story using Scratch.</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	<b>Computer networks</b> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they	<b>online safety</b> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities	<b>Stop Motion</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a	<b>Further online safety</b>  Importance of self-respect and how this affects thoughts about themselves

	<p>problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>offer for communication and collaboration</p>	<p>they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly;</p>	<p>range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	
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				recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		
Art	<p>Improve mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Paul Klee</b> –Expressionism piece Line and emotional colours (Paint and pastels)</p> <p>To create an expressionism piece based on their self-portrait using mood to explore their feelings and emotions about SATs/leaving primary school.</p>	<p>Identify great artists and how their work has impacted art today.</p> <p><b>William Morris</b> - Victorian Art (Painting boxes and repetitive patterns)</p> <p><b>Joseph Wright</b> – Looking at his use of light and shade.</p>	<p><b>Judy Watson</b></p> <p><b>Tarisse King</b></p> <p>Improve mastery of drawing, with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Draw with precision using different gradient pencils or other mediums for purposeful effect. Look at Wentworth galleries to recreate an image of their choosing.</p> <p>Justify the different tools used to create your piece of art.</p>	<p>Cave Art (oil pastels and scratching - discuss the purpose of art for cave men)</p> <p>Improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Ww1 Propaganda Posters</p>	<p>To select their own medium (Poster paint, water colour, colour blocks,) of art work and improve their mastery of this skill.</p> <p><b>Hokusai – The Great Wave Off Kanagawa</b></p>
DT	<p><b>Making a Victorian Street</b></p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>			<p><b>Sewing</b></p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided designs. Use a wide range of methods to strengthen, stiffen and</p>	<p><b>Making soup</b></p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills. Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices. Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products.</p>	

	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.			reinforce complex structures and can use them accurately and appropriately. Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use technical knowledge and accurate skills to problem solve during the making process. Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she has made.		
Music	Steel Pans - Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression					
Languages-French	A l'école (School) Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Healthy Lifestyles Present ideas and information orally to a range of audiences.	Le Week-end (The weekend) Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	World War 2 Understand basic grammar appropriate to the language being studied, including masculine, feminine and neuter forms and the conjugation of high-frequency verbs.	Les Jeux Olympiques (Olympics) Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Irregular verbs Describe people, places, things and actions orally and in writing.
PE	Gymnastics •develop flexibility, strength, technique, control and balance •perform dances using a range of movement patterns •compare their performances with previous ones and demonstrate improvement to achieve their personal best	Netball use running, jumping, throwing and catching in isolation and in combination play competitive games, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique,	NFL 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 develop flexibility, strength, technique, control and balance	Ultimate Frisbee use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic	Athletics use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate	Cricket 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

		control and balance		principles suitable for attacking and defending develop flexibility, strength, technique, control and balance	improvement to achieve their personal best	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best
RE	How do people know who or what to believe?	What do people believe about good, evil and suffering?	How do people choose between right and wrong?	What do people believe about caring for the world and others?	What is my religion and worldview?	
Behaviour and Safety	RESPECT – Lesson 7  Democracy and the Rule of Law	Bullying – Awareness of types of bullying, what it is and how to stop it – posters for around the school.	Online Safety focus  Healthy/unhealthy relationships ‘Alright Charlie’ video	RESPECT – Lesson 6  Being British	Healthy living – peer pressure and avoiding drugs and alcohol	Transition work – how do I make friends at secondary school? What should I look for in a friend?
PSHE	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  H17. to recognise that feelings can change over time and range in intensity  H21. to recognise warning signs about mental health	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)  R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  R25. recognise different types of	L11. recognise ways in which the internet and social media can be used both positively and negatively  L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results  L13. about some of the different ways information and data is shared and used online, including for commercial purposes  L14. about how information on the internet is ranked,	L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal	H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations  H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others  H23. about change

	<p>and wellbeing and how to seek support for themselves and others</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>	<p>physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>career/type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H36. strategies to manage transitions between classes and</p>
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						<p>key stages</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>
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