



Eastbury Farm Primary School  
 Long Term Plan  
**Cycle A**  
 (2020-2021, 2022-2023, 2024-2025)  
 Unit Titles in Blue Cultural  
 Capital in Red



Creative Curriculum Topic	Autumn	Autumn 1: Looking at Me Autumn 2: Twinkly Lights and Gloomy Nights	My World	Footprints from the past	Brilliant Benin!
	Spring	Spring : Fantastic Food Spring 2: Once Upon a Time	Global Village	Explorers and Adventurers	Rule Britannia!
	Summer	Summer 1: Super Heroes and Me Summer 2: All Creatures Great and Small	Out and About	Land, Sea and sky	Magnificent Mayans
ENGLISH		Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM					
Supporting texts/topics and writing opportunities/genre	<p><b>I'm Special I Am Me</b> Pre writing shapes- mark making Write your name, why are you special? Draw and write.</p> <p><b>Senses</b> Letter formation Draw yourself and label with initial sounds/words/strings of words</p> <p><b>Once There Were Giants</b> Sequence pictures of people in age order and label. Draw your family. Can you label them with names and why they are special?</p> <p><b>I'm absolutely too small for school</b> Draw your favourite item in classroom and use sounds to write why and then adult scribe I am not too small for... Ext I am too small for.... Can they say why?</p> <p><b>Colour Monster</b> Draw your own monster and give them a name, what colour are they, describe, then adult scribe Labelling colour pots with initial names of colours. What is your favourite colour?</p>	<p><b>Stanley's Stick</b> Story mapping, narrative retelling</p> <p><b>Yucky Worms</b> Non-chronological report Instructions</p> <p><b>Christmas at the Toy Museum</b> Writing in role – recount Imaginary Christmas Recount Santa Letter</p>	<p><b>Aesop's Fables</b> Illustrated Stories from Aesop by Susanna Davidson and Giuliano Ferri</p> <p><b>War and Peas</b> <b>The Fox and the Stork</b> Writing a retelling of the fable The Fox and the Stork</p> <p><b>Silly Verses for Kids Funky Chickens</b> <b>The Puffin Book of Utterly Brilliant Poetry</b> Writing own limericks</p> <p><b>Tuesday</b> Writing a newspaper report recounting the key events in the story</p> <p><b>The Widow's Broom</b> Writing the middle and ending of a story. Focusing on vocabulary building and similes and metaphors</p>	<p><b>Weslandia</b> Narrative</p> <p><b>Monsterology</b> Non chronological report</p> <p><b>One Beetle Too many by Charles Darwin</b> Autobiography</p> <p><b>Where the Poppies Now Grow</b> Poetry</p>	

### **A Chair for Baby Bear**

Sort materials/items into hoops. Draw and label. How would you describe the...?

Design your own chair. Explain your design by writing key words/sentences.

### **Pumpkin Soup**

Write a shopping and equipment list to make pumpkin soup

Write instructions for how to make pumpkin soup

### **The Little Red Hen**

Story retell using a story map Bread tasting description

### **Fireworks and Diwali**

Draw fireworks using chalks. Write words to describe the fireworks. Describe what a firework night would be like. Draw and label diva. Write down how you created your Diva using word string/simple sentence

### **The Owl who was Afraid of the Dark**

Add captions to different sources of light Sequence the life cycle of an owl writing words strings/sentences

Non-fiction Write a list of nocturnal animals. Add word strings/simple sentences

Write facts about a chosen nocturnal animal

### **Night Monkey Day Monkey**

Write about different things you like to do in the day and at night.

Character description of night and day monkey

### **Diurnal and Hibernation**

Story re-tell using a story map

Write about how the animals get ready for hibernation

### **One Snowy Night**

Write a list of things you would take out in the snow Write sentences about how Percy can help the animals

### **I'm Not Very Afraid of The Dark**

Write sentences about something you are afraid of Make a Christmas gift tag

### **Christmas**

Make a Christmas card and write a message inside Write a Christmas letter and list to Santa

SPRING TERM				
Supporting texts/topics and writing opportunities (genre)	<p><b>Jack and the Beanstalk</b> Sentence writing. What do plants need to grow? Creative writing. What is at the top of your Beanstalk? Story map Retell (write) the story</p> <p><b>Billy Goat Gruff</b> Character speech bubbles Re-tell the story as the troll Troll character description Letter writing – to the troll</p> <p><b>Little Red Riding Hood</b> Write about the different fruits in the basket. What fruits do you like? What foods do you not like? Write a character description of the Wolf and Little Red</p> <p><b>Brenda Boring Egg</b> Write a list of the different rhyming words Write rhyming sentences about your own character</p>	<p><b>Rapunzel</b> Retell</p> <p><b>On the Way Home</b> Story map Narrative retell</p> <p><b>Butterflies</b> Explanation text</p>	<p><b>Cinderella – Grimms Fairy Tales</b> <b>The Egyptian Cinderella</b> <b>The Wolf Story</b> <b>Hansel and Gretel</b> To write an alternative version (fractured fairy-tale) of a retelling of a familiar fairy tale</p> <p><b>The Puffin Book of Utterly Brilliant Poetry</b> <b>The Sound Collector Louder</b> <b>Fruit Picking</b> <b>The School Kids' Rap Surrounded by Noise</b> Performing the poems focusing on expression, intonation and volume and changing the poem 'The Sound Collector' focusing on onomatopoeia and alliteration.</p> <p><b>Wonders of the World Who Were the Romans? (Starting Point History)</b> To write a non-chronological report on the Romans</p> <p><b>Until I Met Dudley</b> <b>How to Catch a Star</b> Writing an Explanation Text on How to Catch a Star</p>	<p><b>Cloud Tea Monkeys</b> Narrative from another culture</p> <p><b>The Blitz</b> Non-chronological report</p> <p><b>Sir Issac Newton</b> Research project and biography</p> <p><b>Climate change</b> Balanced argument</p>
SUMMER TERM				
Supporting texts/topics and writing opportunities (genre)	<p><b>Supertato</b> Wanted poster for evil pea Story map with key words Design your own super vegetable and write sentences about why it is so super Re-write the story</p> <p><b>Super Daisy</b> 'Wow' word sentences about a planet using adjectives Design your own planet and write sentences to describe it</p> <p><b>Superhero me</b> Create a plan for your comic Create a comic strip for your superhero</p>	<p><b>Holiday News</b> Recount</p> <p><b>Instructions</b></p> <p><b>Titanic</b> Factual Recount</p> <p><b>The Boy Who Cried Wolf</b> Story map Retell (HA retell with changes)</p> <p><b>Little Red</b> Character description</p>	<p><b>The Firework Maker's Daughter</b> Writing an Adventure Story based on the Firework Maker's Daughter</p> <p><b>The Lion and the Unicorn</b> Writing a Letter in role as Lenny as an Evacuated child</p> <p><b>Zoo</b> <b>Where the Forest Meets the Sea</b> Writing a letter of persuasion with a focus on fronted adverbials, modal verbs</p>	<p><b>Holes</b> Formal letter</p> <p><b>Curiosity</b> Explanation text</p> <p><b>Cogheart</b> Alternative ending</p> <p><b>The Curse of The Maya</b> Murder Mystery</p>

	<p><b>Michael recycle</b> Sort different objects into recycling. Create lists of things to be recycled Design a poster and include sentences about how to look after our world Create a story plan focusing on beginning, middle and end Create a story map of Michael recycle Walking through the jungle Write about favourite animal and explain why using because Create a party invitation for your jungle Instructions to make a sandwich Thank you letter to the animals for coming to the party</p> <p><b>Giraffes can't dance</b> Write sentences about things you are good at and things you need to practice using the word 'because' Speech bubble for the characters using rhyming sentences</p> <p><b>Barry The Fish With Fingers</b> Design your own sea creature- What can they do in the story? Sea creature fact file</p> <p><b>Farmer Duck</b> Write character descriptions for the duck or the farmer Write a postcard for granddad from duck Baa! Moo! What will we do? Write questions to ask an animal from story Write an alternative ending to the story Tiddler the story telling fish Shark fact file Write your own sentences about why you might be late?</p>	<p><b>Poetry – What is pink?</b> Colour poems</p>	<p><b>Books: Look Inside London This is London</b> London Non-chronological Reports about the City of London</p> <p><b>The Magic Box</b> Writing Outcome: Writing a poem based on the poem 'The Magic Box'</p>	
Other opportunities for cultural capital	<ul style="list-style-type: none"> <li>• Range of cultural books and stories used for class story at the end of the day</li> <li>• World Book Day</li> <li>• Roald Dahl Day</li> </ul>	<ul style="list-style-type: none"> <li>• Range of cultural books and stories used for class story at the end of the day</li> <li>• World Book Day</li> <li>• Roald Dahl Day</li> </ul>	<ul style="list-style-type: none"> <li>• Range of cultural books and stories used for class story at the end of the day</li> <li>• World Book Day</li> <li>• Roald Dahl Day</li> </ul>	<ul style="list-style-type: none"> <li>• Range of cultural books and stories used for class story at the end of the day</li> <li>• World Book Day</li> <li>• Roald Dahl Day</li> </ul>

MATHS	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
<p><b>Unit Title</b></p> <p><b>NCLinks</b></p> <p><b>ELGs (Early Years)</b></p>	<p><b>Baseline - Recognition of numerals, counting, pattern and shape</b></p> <p><b>Subitising (including equivalence, more and less)</b></p> <p>-recognising familiar patterns to subitise, noticing when the patterns are the same or different</p> <p>-making the same values in different patterns to subitise</p> <p>-noticing when something has different value when subitising</p> <p>-identify more or less with subitising</p> <p>-subitising to identify same, more or less when objects can move</p> <p>Early Learning Goal: Count reliably with numbers 1-20, place them in order and say which number is one more and one less than a given number</p> <p><b>Counting Skills (stable order and one to one correspondence)</b></p> <p>-touching a small set of similar objects (more than one) one at a time and rehearsing the number names)</p> <p>-using number names to count sets of objects accurately when they could be moving</p> <p>-using number names to count sets of moving objects accurately when they cannot be touched and/ or seen</p> <p>Early Learning Goal: Count reliably with numbers 1-20, place them in order and say which number is one more and one less than a given number</p> <p><b>Comparison- Measures</b></p> <p>-what makes objects similar and</p>	<p><b>Positional language and sequencing</b></p> <p><b>Year 1:</b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p><b>Year 2:</b> Order and arrange combinations of mathematical objects in patterns and sequences</p> <p><b>Subitising – leading to more and fewer</b></p> <p><b>Year 1:</b> Identify and represent numbers using objects and pictorial representations, including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Year 2:</b> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p><b>Number magnitude, estimation and comparison</b></p> <p><b>Year 1:</b> Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations, including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Year 2:</b> Read and write numbers to at least 100 in numerals and in words</p>	<p><b>Number and place value reasoning 1</b></p> <p><b>Year 3:</b> Recognise the place value of each digit in a three-digit number (hundreds, tens and ones) Find 10 or 100 more or less than a given number</p> <p>Compare and order numbers up to 1000</p> <p><b>Year 4:</b> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Identify, represent and estimate numbers using different representations</p> <p>Round any number to the nearest 10, 100 or 1000</p> <p><b>Additive reasoning – mental addition strategies</b></p> <p><b>Year 3:</b> Add and subtract numbers mentally, including: - a three-digit number and ones</p> <p>- a three-digit number and tens</p> <p>- a three-digit number and hundreds</p> <p><b>Year 4:</b> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p><b>Additive reasoning – mental subtraction strategies</b></p> <p><b>Year 3:</b> Add and subtract numbers mentally, including: - a three-digit number and ones</p> <p>- a three-digit number and tens</p> <p>- a three-digit number and hundreds</p> <p><b>Year 4:</b> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p><b>Multiplicative reasoning 1-</b></p>	<p><b>Number and place value reasoning</b></p> <p><b>Year 5:</b> Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>Read, write, order and compare numbers with up to 3 decimal places</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p><b>Year 6:</b> Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across zero</p> <p>Identify the value of each digit to three decimal places</p> <p>Solve number problems and practical problems that involve all of the above</p> <p><b>Multiplicative reasoning 1 – multiplying and dividing by powers of ten</b></p> <p><b>Year 5:</b> Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre</p>

<p>different</p> <ul style="list-style-type: none"> <li>-using the language of longer/taller and shorter to compare length or height</li> <li>-using the language of wider/fatter/thicker and thinner to compare thickness</li> <li>-using the language of heavier and lighter to compare mass and weight</li> <li>-ordering a small set of objects by a given attribute</li> </ul> <p>Early Learning Goal: Use everyday language to talk about size, weight...to compare quantities and objects and to solve problems</p> <p>Explore the characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p><b>Pattern Recognition</b></p> <ul style="list-style-type: none"> <li>-comparing patterns – what is the same/different?</li> <li>-continuing a pattern with a given unit of repeat</li> <li>-identifying the unit of repeat and describing in many contexts</li> <li>-creating varied patterns and independently deciding upon the unit of repeat</li> </ul> <p>Early Learning Goal: Recognise, create and describe patterns</p> <p><b>Classification</b></p> <ul style="list-style-type: none"> <li>-identify objects that could be added to a set using given criteria</li> <li>-identify an attribute that enables a collection to be classified and then sort unit those that belong and those that don't</li> <li>-identify an attribute that enables a collection to be classified into multiple groups</li> <li>-create sets where some objects</li> </ul>	<p>Identify, represent and estimate numbers using different representations, including the number line</p> <p><b>Place value – making tens</b></p> <p><b>Year 1:</b> Read and write numbers from 1 to 20 in numerals and words</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Year 2:</b> Recognise the place value of each digit in a two-digit number (tens, ones)</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Time – estimating, sequencing and comparing</b></p> <p><b>Year 1:</b> Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><b>Year 2:</b> Compare and sequence intervals of time</p> <p><b>Additive reasoning – understanding the language of operations, facts to 20 and related facts to 100</b></p> <p><b>Year 1:</b> Represent and use number bonds and related subtraction facts within 20</p> <p><b>Year 2:</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p>	<p><b>building fact recall</b></p> <p>Year 3: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Year 4: Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p><b>Proportional reasoning 1 – scaling, comparison and fractions</b></p> <p><b>Year 3:</b> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p><b>Year 4:</b> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>Recognise and show, using diagrams, families of common equivalent fractions</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling</p>	<p>Solve problems involving converting between units of time</p> <p>Solve problems involving number up to three decimal places</p> <p><b>Year 6:</b> Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p><b>Additive reasoning 1</b></p> <p><b>Year 5:</b> Add and subtract numbers mentally with increasingly large numbers</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Year 6:</b> Perform mental calculations, including with mixed operations and large numbers</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Number properties reasoning</b></p> <p><b>Year 5:</b> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Establish whether a</p>
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	<p>don't meet any criteria and some create an intersection by meeting both</p> <ul style="list-style-type: none"> <li>-compare groups after being classified</li> </ul> <p>Early Learning Goal: Explore the characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p>Use everyday language to talk about size, weight...to compare quantities and objects and to solve problems</p> <p><b>Counting the Sort (including cardinality)</b></p> <ul style="list-style-type: none"> <li>-touching a small set of similar objects (more than one) one at a time and using counting to establish a value of a set</li> <li>-comparing sets of mixed objects by their values through counting and matching values in grids to numerals</li> <li>-using number names to count and compare sets of objects when their representations are not identical</li> <li>-understanding that counting is a tool to identify a quantity (not just a sequence of number names) and using this skill purposefully</li> </ul> <p>Early Learning Goal: Count reliably with numbers 1-20, place them in order and say which number is one more and one less than a given number</p>	<p><b>Part whole – using the part whole model for the inverse relationship between addition and subtraction</b></p> <p><b>Year 1:</b> Represent and use number bonds and related subtraction facts within 20</p> <p><b>Year 2:</b> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p> <p><b>Equality and comparison – numbers from 0-100, using &lt; &gt; =</b></p> <p><b>Year 1:</b> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p><b>Year 2:</b> Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><b>Measures – length, height and mass</b></p> <p><b>Year 1:</b> Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>-lengths and heights (for example, long / short, longer / shorter, tall / short, double / half)</li> <li>-mass / weight (for example, heavy / light, heavier than, lighter than)</li> </ul> <p>-Measure and begin to record the following: lengths and heights, mass / weight</p> <p><b>Year 2:</b> Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p>	<p>problems and harder correspondence problems</p> <p><b>Geometric reasoning – angles &amp; Lines</b></p> <p><b>Year 3:</b> Recognise that angles are a property of shape or a description of a turn</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p><b>Year 4:</b> Identify acute and obtuse angles and compare and order angles up to two right angles by</p>	<p>number up to 100 is prime and recall prime numbers up to 19</p> <p><b>Year 6:</b> Identify common factors, common multiples and prime numbers</p> <p><b>Multiplicative reasoning 2 – multiplication</b></p> <p><b>Year 5:</b> Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p><b>Year 6:</b> Multiply multi-digit numbers up to 4-digits by a two-digit whole number using the formal written method of long multiplication</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers Convert between miles and kilometres</p> <p><b>Fraction reasoning 1</b></p> <p><b>Year 5:</b> Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write 2461 mathematical statements <math>&gt; 1</math> as a mixed number [ for example, <math>\frac{1}{5} + \frac{1}{5} = \frac{2}{5} = 1 \frac{1}{5}</math>]</p> <p>Compare and order fractions whose denominators are all multiples of the same number Add and subtract fractions with the same denominator and multiples of the same number</p> <p><b>Year 6:</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions <math>&gt; 1</math></p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p>
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		<p><b>Addition and Subtraction Strategies for rehearsal</b></p> <p><b>Year 2:</b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> <li>- adding three one-digit numbers</li> </ul>		<p><b>Multiplicative reasoning 3 -division</b></p> <p><b>Year 5:</b> Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p><b>Year 6:</b> Use written division methods in cases where the answer has up to two decimal places</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8]</p> <p><b>Algebraic reasoning 1</b></p> <p><b>Year 5:</b> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p><b>Year 6:</b> Use their knowledge of the order of operations to carry out calculations involving the four operations Use simple formulae</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknown variables</p> <p>Enumerate possibilities of combinations of two variables</p>
<b>SPRING TERM</b>				
<p><b>Unit Title</b></p> <p><b>NCLinks</b></p> <p><b>ELGs (Early Years)</b></p>	<p><b>Using counting to Compare</b></p> <p>-using one to one correspondence to compare quantities</p> <p>-use counting to compare totals</p> <p>-to count forwards and backwards to identify difference</p> <p>Early Learning Goal: Using quantities and objects, add and subtract two single digit numbers and count on and back to find the answer</p>	<p><b>Geometry 1- 2d and 3d shapes</b></p> <p><b>Year 1:</b> Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p><b>Year 2:</b> Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify and</p>	<p><b>Proportional reasoning- Equivalent Fractions &amp; Addition &amp; Subtraction of fractions</b></p> <p><b>Year 3:</b> Add and subtract fractions with the same denominator within one whole</p> <p><b>Year 4:</b> Add and subtract fractions with the same denominator. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling</p>	<p><b>Geometric reasoning 1- 2d shapes and 3d shapes</b></p> <p><b>Year 5:</b> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p> <p><b>Year 6:</b> Compare and classify geometric shapes based on their properties and sizes</p> <p>Illustrate and name parts of circles, including radius, diameter and</p>

	<p><b>Spatial Thinking</b>  - knowledge and application of the language of position  - knowledge and application of directional language in the real world  - comparing routes  - explaining routes and positions of objects in scaled versions of known environments  - explaining routes and positions of objects in represented known environments where objects are replaced by abstract symbols  Early Learning Goal: Use everyday language to talk about...position, distance...to compare objects and to solve problems</p> <p><b>Magnitude</b>  - recognise that a count starts with nothing (zero) and increases equally by one each time  - order values in a linear way, noticing and comparing their positions to each other and key benchmarks  - practice the count – 1 more, 1 less  - estimate relative positions using benchmark numbers  Early Learning Goal: Count reliably with numbers 1 to 20, place them in order and say which number is one more and one less than a given number</p> <p><b>Regrouping the Whole</b>  - identify parts within a given whole using subitising  - regroup a whole into two parts using subitising, recognising that when combined, they equal the whole  - identify that a whole can be broken into many parts  - use subitising to identify multiple parts within a given whole</p>	<p>describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p><b>Regrouping addition and subtraction using concrete objects, pictorial representations and mentally</b>  <b>Year 1:</b> Add and subtract one-digit and two-digit numbers to 20, including zero  <b>Year 2:</b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers</p> <p><b>Strategy choice-addition and subtraction</b>  <b>Year 1:</b> Represent and use number bonds and related subtraction facts within 20  <b>Year 2:</b> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  - a two-digit number and ones  - a two-digit number and tens  - two two-digit numbers</p> <p><b>Problem Solving addition and subtraction</b>  <b>Year 1:</b> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \_ - 9</math>  <b>Year 2:</b> Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p>	<p>problems and harder correspondence problems</p> <p><b>Geometric reasoning- 2d and 3d shapes</b>  <b>Year 3:</b> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them  <b>Year 4:</b> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p><b>Additive reasoning – formal written methods of addition and subtraction</b>  <b>Year 3:</b> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction  Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction  <b>Year 4:</b> Add and subtract number with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p><b>Spatial reasoning- perimeter and area (Bringing together mental addition &amp; subtraction as well as 2d shape)</b>  <b>Year 3:</b> Measure the perimeter of simple 2-D shapes  <b>Year 4:</b> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p><b>Statistical reasoning – handling data</b>  <b>Year 3:</b> Interpret and present data using bar charts, pictograms and tables</p>	<p>circumference and know that the diameter is twice the radius  Recognise, describe and build simple 3-D shapes, including making nets</p> <p><b>Proportional reasoning- percentages</b>  <b>Year 5:</b> Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100, and as a decimal  Solve problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math> <math>2/5</math>, <math>4/5</math> and those with a denominator of a multiple of 10 or 25  <b>Year 6:</b> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts  Solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison  Interpret and construct pie charts and line graphs and use these to solve problems</p> <p><b>Multiplicative reasoning 4 – Division</b>  <b>Year 5:</b> Divide numbers up to 4 digits by one-digit numbers using the formal written method of short division and interpret remainders appropriately for the context  Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy  <b>Year 6:</b> Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context  Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where</p>
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<p>-using a mixed set of objects to create a given whole, identify parts and provide reasoning for the groupings</p> <p>Early Learning Goal: Using quantities and objects, add and subtract two single digit numbers and count on and back to find the answer</p> <p><b>Regrouping parts to find the total (the whole)</b></p> <p>-regrouping subitisable parts to make subitisable totals</p> <p>-regrouping subitisable parts and counting all to find the total</p> <p>-recognise that regrouping different combinations of parts can make the same whole</p> <p>-subitising one part and then counting on the number in the other part to find the whole</p> <p>-counting on from either part makes the same whole</p> <p>Early Learning Goal: Using quantities and objects, add and subtract two single digit numbers and count on and back to find the answer</p>	<p>- apply their increasing knowledge of mental and written methods</p> <p><b>Doubling and halving</b></p> <p><b>Year 1:</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><b>Year 2:</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p><b>Multiplication- counting, multiples and repeated addition</b></p> <p><b>Year 1:</b> Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><b>Year 2:</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</p> <p><b>Multiplication – number of groups, group size and product</b></p> <p><b>Year 1:</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables</p> <p><b>Year 4:</b> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p><b>Multiplicative reasoning 2 – Multiplicative laws, arrays, problem solving, area</b></p> <p><b>Year 3:</b> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p><b>Year 4:</b> Solve problems involving multiplying and adding, including using the distributive law to multiply two- digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>Find the area of rectilinear shapes by counting squares</p> <p><b>Multiplicative reasoning 3- Formal written method of multiplication &amp; division</b></p> <p><b>Year 3:</b> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and</p>	<p>appropriate, interpreting remainders according to the context</p> <p><b>Spatial reasoning 1- Area and perimeter</b></p> <p><b>Year 5:</b> Calculate and compare the area of rectangles (including squares) using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p><b>Year 6:</b> Calculate the area of parallelograms and triangles</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p><b>Fractional reasoning 2- multiplying and dividing fractions</b></p> <p><b>Year 5:</b> Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p><b>Year 6:</b> Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</p> <p>11 Divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math> ]</p> <p><b>Spatial reasoning 2- volume</b></p> <p><b>Year 5:</b> Recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</p> <p>Estimate volume [for example, using <math>\text{cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p><b>Year 6:</b> Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example, <math>\text{mm}^3</math> and <math>\text{km}^3</math> ]</p>
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and angles  
 Draw and translate simple shapes on the coordinate plane, and reflect them in the axes  
 Describe positions on the full coordinate grid (all four quadrants)  
**Fractional Problem solving (Can be taught after fractional reasoning 2 in order to support reasoning about fractions)**  
**Year 6:** use common factors to simplify fractions; use common multiples to express fractions in the same denomination  
 Identify common factors, common multiples and prime numbers  
 Perform mental calculations, including with mixed operations and large numbers  
 Compare and order fractions, including fractions >1  
 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions  
 Multiply simple pairs of proper fractions, writing the answer in its simplest form [ for example,  

$$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$$
  
 Divide proper fractions by whole numbers [for example,  $\frac{1}{3} \div 2 = \frac{1}{6}$   
 Solve problems involving addition, subtraction, multiplication and division  
 Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why  
 Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Interpret and construct pie charts and line graphs and use these to solve problems

SUMMER TERM				
<b>Unit Title/s</b> <b>NC Links</b> <b>ELGs (Early Years)</b>	<b>Finding the whole and Missing Parts</b> -finding the missing whole -missing part -what could it and what could it be? -subitising the missing part -missing part – how many more? -missing part – how many left? -missing part – finding the difference Early Learning Goal: Using quantities and objects, add and subtract two single digit numbers and count on and back to find the answer <b>Ten and Some More</b> -relating the number zero – ten to benchmarks of 0, 5 and 10 -finding ten – creating a unit of ten -making ten and some more -making ten and some more and writing them in digits -naming ten and some more -matching ten and some more, the number names and the number of digits -finding one more/ one less than a given number Early Learning Goal: Count reliably with numbers 1 to 20, place them in order and say which number is one more and one less than a given number <b>Doubling and Halving</b> -learning to identify equal and unequal groups -identify doubles and halves (including in the context of pattern) -explore the relationship between doubles and halves -establish part, whole understanding where the parts are equal	<b>Money</b> <b>Year 1:</b> Recognise and know the value of different denominations of coins and notes <b>Year 2:</b> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <b>Fractions</b> <b>Year 1:</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <b>Year 2:</b> Recognise, find, name and write fractions $1/3$ , $1/4$ , $2/4$ and $3/4$ of a length, shape, set of objects or quantity <b>Problem solving- all four operations</b> <b>Year 1:</b> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \_ - 9$ Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <b>Year 2:</b> Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures	<b>Number and place value – decimals</b> <b>Year 3:</b> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <b>Year 4:</b> Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places <b>Measuring reasoning 2-comparing, estimating and calculating with measures</b> <b>Year 3:</b> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <b>Year 4:</b> Estimate, compare and calculate different measures <b>Measurement and statistical reasoning – time, timetables and time graphs</b> <b>Year 3:</b> Know the number of seconds in a minute and the number of days in each month, year and leap year Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12- hour and 24-hour clocks	<b>Statistical reasoning</b> <b>Year 5:</b> Solve comparison, sum and difference problems using information presented in a line graph <b>Year 6:</b> Calculate and interpret the mean as an average Interpret and construct pie charts and line graphs and use these to solve problems <b>Roman numerals and time revision</b> <b>Year 5:</b> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals Complete, read and interpret information in tables, including timetables <b>Year 6:</b> Generate and describe linear number sequences Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy <b>Proportional reasoning 3-</b> <b>Year 5:</b> Solve problems which require knowing percentage and decimal equivalents of $1/2$ , $1/4$ , $1/5$ , $2/5$ , $4/5$ and those with a denominator of a multiple of 10 or 25 Read and write decimal numbers as fractions [ for example, $0.71 = \frac{71}{100}$ ] Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <b>Year 6:</b> Interpret and construct pie charts and line graphs and use these to solve problems

<p>Early Learning Goal: Solve problems, including doubling, halving and sharing</p> <p><b>Odd and Even</b></p> <ul style="list-style-type: none"> <li>-identify and recognise odd and even quantities by sharing into two groups</li> <li>-recognise odd and even attributes in mathematical models</li> <li>-explore numerical pattern further using consecutive sequences of number</li> </ul> <p>Early Learning Goal: Solve problems, including doubling, halving and sharing</p> <p><b>Counting Beyond 20</b></p> <ul style="list-style-type: none"> <li>-using counting to identify amounts</li> <li>-using counting to compare quantities and find a precise difference</li> <li>-maintaining an understanding of number magnitude with numbers beyond 20</li> <li>-understanding that the pattern in consecutive numbers continues, using one more and one less</li> <li>-regrouping to find parts and the whole in numbers beyond 20</li> <li>-understanding the special grouping that organises collections into groups of ten</li> </ul> <p>Early Learning Goal: Count reliably with numbers 1 to 20, place them in order and say which number is one more and one less than a given number</p>	<p>-applying their increasing knowledge of mental and written methods</p> <ul style="list-style-type: none"> <li>-Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul> <p><b>Time – turns and telling the time</b></p> <p><b>Year 1:</b> Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p><b>Year 2:</b> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p><b>Measures and reading scales</b></p> <p><b>Year 1:</b> measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>- lengths and heights - mass/weight</li> <li>- capacity and volume</li> </ul> <p><b>Year 2:</b> Choose and use appropriate standard units to estimate and measure length / height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p><b>Statistics</b></p> <p><b>Year 1:</b> Identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than, fewer, most, least</p>	<p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight</p> <p>Compare durations of events [for example, to calculate the time taken by particular events or tasks]</p> <p><b>Year 4:</b> Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p><b>Operational Reasoning - understanding and applying the four operations</b></p> <p><b>Year 3:</b> Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p><b>Statistical reasoning 2</b></p> <p><b>Year 5:</b> Begin to decide which representations of data are most appropriate and why (non-statutory guidance)</p> <p><b>Year 6:</b> Interpret and construct pie charts and line graphs and use these to solve problems</p> <p><b>Measures and describing patterns</b></p> <p><b>Year 5:</b> Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p><b>Year 6:</b> Generate and describe linear number sequences</p> <p><b>Financial maths and enterprise</b></p> <p><b>Year 5:</b> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p><b>Year 6:</b> Solve number and practical problems</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p><b>Problem solving</b></p> <p><b>Year 5:</b> Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p><b>Year 6:</b> Solve number and practical problems</p> <p>Solve problems involving addition,</p>
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		<p>and measures</p> <ul style="list-style-type: none"> <li>- applying their increasing knowledge of mental and written methods</li> </ul> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p><b>Transition - Review and focus on High Value Learning – place value, mental and written fluency.</b></p>	<p><b>Symmetry</b></p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p>	
Other opportunities for cultural capital	<ul style="list-style-type: none"> <li>• CIL creates a child-led environment for children to progress their maths skills.</li> </ul>	<ul style="list-style-type: none"> <li>• School council reps organise and calculate profit for charity days.</li> </ul>	<ul style="list-style-type: none"> <li>• School council reps organise and calculate profit for charity days.</li> </ul>	<ul style="list-style-type: none"> <li>• Merchant Taylor Maths competition and treasure hunt on their grounds for Year 5 pupils.</li> <li>• K'NEX challenge for Year 5 in Summer Term.</li> <li>• School council reps organise and calculate profit for charity days.</li> </ul>

ART	Reception	Year 1/2	Year 3/4	Year 5/6
<b>AUTUMN TERM</b>				
Unit Title/s	Aut 1- Looking at me Aut 2- Twinkly lights and Gloomy Nights	Stained Glass Windows / Charles Rennie Mackintosh	Stone Age Cave Art	Benin Art
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>Autumn 1</b> <b>EAD (Art)</b> creates simple representations of events, people and objects</p> <p><b>EAD (ART)</b> Experiments to create different textures.</p> <p><b>PD (ART)</b>Begin to use anticlockwise movement and retrace vertical lines</p> <p>Autumn 2 <b>EAD (Art)</b> explores what happens when they mix colours. Chooses particular colours to use for a purpose</p> <p><b>EAD(ART)</b> Understands that media can be combined to create new effects</p>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> <li>to understand the historical and cultural development of their art forms.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, sculpture and other art, craft and design techniques</li> <li>to understand the historical and cultural development of their art forms.</li> </ul>
Skills to be developed	<p><b>Creating Ideas</b> For instance:</p> <ul style="list-style-type: none"> <li>Experiments to create different textures</li> <li>Understands that different media can be combined to create new effects</li> </ul> <p><b>Drawing/Mark Making</b> For instance:</p> <ul style="list-style-type: none"> <li>Creates simple representations of events, people and objects</li> <li>Begin to use anticlockwise movement and retrace vertical lines</li> <li>They handle equipment and tools effectively including pencils for writing</li> <li>They hold paper in position and use their preferred hand</li> </ul> <p><b>Working with colour</b></p>	<p><b>Creating Ideas:</b></p> <ul style="list-style-type: none"> <li>Work from observation and known objects</li> <li>Use imagination to form simple images from given starting points or a description</li> <li>Work with different materials</li> </ul> <p>Begin to think what materials best suit the task</p> <p><b>Drawing/Mark Making</b></p> <ul style="list-style-type: none"> <li>Begin to control lines to create simple drawings from observations</li> <li>crayon/pastel</li> <li>Hold a large paint brush correctly</li> <li>Consider consistency when applying paint</li> <li>Colour within the line</li> </ul>	<p><b>Creating Ideas</b></p> <ul style="list-style-type: none"> <li>Develop sketch books</li> <li>Use a variety of ways to record ideas including digital cameras and iPads</li> <li>Develop artistic/visual vocabulary to discuss work</li> <li>Begin to suggest improvements to own work</li> </ul> <p><b>Drawing/Mark Making</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to record drawings from observation</li> <li>Include increased detail within work</li> <li>Use a variety of brushes and experiment with ways of marking with them .</li> </ul> <p><b>Working with colour</b></p>	<p><b>Creating Ideas</b></p> <ul style="list-style-type: none"> <li>Select and develop ideas confidently, using suitable materials confidently</li> <li>Improve quality of sketchbook with mixed media work and annotations</li> <li>Select own images and starting points for work</li> <li>Develop artistic/visual vocabulary when talking about own work and that of others</li> <li>Begin to explore possibilities, using and combining different styles and techniques</li> </ul> <p><b>Drawing and Mark Making</b></p> <ul style="list-style-type: none"> <li>Use first hand observations using different viewpoints, developing more abstract representations</li> <li>Investigate proportions</li> <li>Use a range of mediums on a range of backgrounds</li> </ul>

	<p>For instance:</p> <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours</li> <li>• Chooses particular colours to use for a purpose</li> </ul> <p><b>Printing/Sculpture</b></p> <p>For instance:</p> <ul style="list-style-type: none"> <li>• Constructs with a purpose in mind using a variety of resources</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>• Manipulates materials to achieve a planned effect</li> </ul> <p><b>Textiles &amp; Collage</b></p> <p>For instance:</p> <ul style="list-style-type: none"> <li>• Understands that different media can be combined to create new effects</li> </ul> <p>Knowledge about Artists</p>	<ul style="list-style-type: none"> <li>• Draw on smaller and larger scales</li> </ul> <p><b>Working with colour</b></p> <ul style="list-style-type: none"> <li>• Recognise and name primary and secondary colours</li> <li>• Mix primary colours to make secondary colours</li> <li>• Share colour charts to compare variations of the same colour</li> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Recognise warm and cold colours</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Begin to form own 3D pieces</li> <li>• Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and match colours (create palettes to match images)</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Develop confidence working with clay adding greater detail and texture</li> <li>• Add colour once clay is dried</li> <li>• Investigate ways of joining clay - scratch and slip</li> <li>• Introduce 'modroc'</li> </ul>	<p><b>Working with colour</b></p> <ul style="list-style-type: none"> <li>• Explore using limited colour palettes</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Design and create sculpture, both small and large scale</li> <li>• Make masks from a range of cultures and traditions, building a collage element into the sculptural process</li> <li>• Use objects around us to form sculptures.</li> </ul>
<p>Activities</p>	<p><b>Autumn 1: Looking at me</b></p> <p>These activities will be delivered as whole class inputs or as AD activities during CIL.</p> <ul style="list-style-type: none"> <li>• Drawing ourselves using correct shapes</li> <li>• Painting a self portrait using observational skills link to Science</li> <li>• Colour mixing linked to Colour monster- create a colour wheel</li> <li>• Using watercolours to paint an Autumn scene</li> <li>• Harvest artwork for Parent Performance</li> </ul> <p><b>Autumn 2: Twinkly Night and Gloomy Nights</b></p> <p>These activities will be delivered as whole class inputs or as AD activities during CIL.</p> <ul style="list-style-type: none"> <li>• Firework patterns using chalks and patterns</li> </ul>	<ol style="list-style-type: none"> <li>1. Free painting. Children to create pictures of their own choosing.</li> <li>2. Children to discuss features of a teddy and then begin to draw a teddy shape.</li> <li>3. Children to mix colours and explore what they will find when the colours are mixed.</li> <li>4. To learn about the work of an artist and craft maker - Charles Rennie Mackintosh.</li> <li>5. Children to begin to draw and design their stained glass window.</li> <li>6. To add colour to the window designs 'in the style of Mackintosh' by using tissue paper.</li> <li>7. Children to begin to make clay poppies.</li> <li>8. Glaze and paint poppies.</li> <li>9. Christmas decorations.</li> <li>10. Christmas decorations.</li> <li>11. Developing drawing skills. Having a go at different drawing ideas/skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children to research stone age art.</li> <li>2. Children are to use example pictures to make their own cave art using coloured pastels.</li> <li>3. Children to check back over drawing. Edit and finish off.</li> <li>4. Children are to use examples to plan their own jewellery. They need to have 2 designs clearly drawn and labelled.</li> </ol> <p>5 and 6- Children to use clay to start making their design.</p> <p>7. Children to paint their jewellery.</p> <p>CC- School trip to Chiltern air museum.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate sketching skills/ Hand out pictures linked to Benin for children to complete. (For details see lesson iwB on server)</li> <li>2. Christmas Cards</li> <li>3. Class to discuss Benin art work/masks. Children to choose a sculpture and to sketch it.</li> <li>4. Children to use clay to begin making their mask.</li> <li>5. Research what patterns and designs can be found in African art. Where is the source for these patterns? E.g. animal stripes etc.</li> <li>6. Finish previous lesson.</li> <li>7. Show children some outcomes of the art they are going to do. Show children some of the masks that have inspired them. Show the children the collage that they will use to complete the mask.</li> <li>8. Complete activity above.</li> </ol> <p>CC- When parents come in to taste the Bunny Chow have some of the Benin art work up as a gallery.</p> <p>CC- African Drumming in school.</p>

	<ul style="list-style-type: none"> <li>• Printing with objects and paint to make firework patterns</li> <li>• Painting a day and night scenework to be used on display</li> <li>• Design a diva and choose colours</li> <li>• Using clay to make a Diva- Linked to RE</li> <li>• Decorate Diva- linked to RE</li> <li>• Make Christmas cards- Linked to RE</li> </ul> <p>CC- Parents in to speak about Diwali/ Fireman in to talk about firework night</p>	<p>CC- Visit a local church to look at their stained glass windows. (Could link to RE)</p> <p>CC- Visitor in to discuss the importance of remembrance (Northwood HQ?)</p>		
Context (why are we teaching this here & now)	The children start Autumn learning all about themselves. We have chosen to do this first as it is something the children are very familiar with. In Autumn 2 we centre our Artwork around festivals that we celebrate and cover linking to RE and Literacy	Links to the day of remembrance which happens on 11 <sup>th</sup> November in Autumn 1. Link to RE topic Beliefs and Practices as can relate Stained Glass Windows to churches etc.	Links to history topic- Stone Age.	Links to History topic 'The Benin Empire' English links to 'Brilliant Benin' The creative curriculum topic. DT Links- Making Traditional African Food. (Bunny Chow)
<b>SPRING TERM</b>				
Unit Title/s	<p><b>Spring 1- Fantastic food</b></p> <p><b>Spring 2- Once upon a time</b></p>	<b>Printing</b>	<b>Roman Clay Pots</b>	<b>Pop Art</b>
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>Spring 1</b> <b>EAD (ART)</b> They handle equipment and tools effectively including pencils. They find out and make decisions about how media and material can be combined and changed</p> <p><b>Spring 2</b> <b>Maths (Art)</b> Constructs with a purpose in mind using a variety of resources uses familiar objects and common shapes to create and recreate patterns and build models</p> <p><b>EAD (ART)</b> They hold paper in position and use their preferred hand. They talk about features of their own and others work</p>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>• become proficient, painting, sculpture design techniques</li> <li>• 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]</li> </ul>	<ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• to learn about great artists, architects and designers in history</li> </ul>

<p>Skills to be developed</p>	<p><b>For instance</b></p> <ul style="list-style-type: none"> <li>• Experiments to create different textures</li> <li>• Understands that different media can be combined to create new effects</li> </ul> <p><b>For instance</b></p> <ul style="list-style-type: none"> <li>• Creates simple representations of events, people and objects</li> <li>• Begin to use anticlockwise movement and retrace vertical lines</li> <li>• They handle equipment and tools effectively including pencils for writing</li> <li>• They hold paper in position and use their preferred hand</li> </ul>	<p><b>Creating Ideas</b></p> <ul style="list-style-type: none"> <li>• Work from observation and known objects</li> <li>• Work with different materials</li> <li>• Begin to think what materials best suit the task</li> </ul> <p><b>Drawing/Mark Making</b></p> <ul style="list-style-type: none"> <li>• Begin to control lines to create simple drawings from observations</li> <li>• Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control</li> <li>• Develop controlled printing against outline /within cut out shapes .</li> </ul>	<p><b>Creating Ideas</b></p> <ul style="list-style-type: none"> <li>• Develop sketch books</li> <li>• Use a variety of ways to record ideas including digital cameras and iPads</li> <li>• Develop artistic/visual vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Present work in a variety of ways</li> </ul> <p><b>Drawing and Mark Making</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to record drawings from observation</li> <li>• Include increased detail within work</li> </ul> <p><b>Working with Colour</b></p> <ul style="list-style-type: none"> <li>• Mix and match colours (create palettes to match images)</li> <li>• Explore complementary and opposing colours in creating patterns</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• Develop confidence working with clay adding greater detail and texture</li> <li>• Add colour once clay is dried</li> <li>• Investigate ways of joining clay - scratch and slip.</li> </ul>	<p><b>Creating Ideas</b></p> <ul style="list-style-type: none"> <li>• Select and develop ideas confidently, using suitable materials confidently</li> <li>• Select own images and starting points for work</li> <li>• Develop artistic/visual vocabulary when talking about own work and that of others</li> </ul> <p><b>Drawing and Mark Making</b></p> <ul style="list-style-type: none"> <li>• Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</li> </ul> <p><b>Working with Colour</b></p> <ul style="list-style-type: none"> <li>• Build on previous work with colour by exploring intensity.</li> <li>• Mark make with paint (dashes, blocks of colour, strokes, points)</li> <li>• Develop fine brush strokes</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>• Create polystyrene printing blocks to use with roller and ink</li> <li>• Experiment with screen printing</li> </ul>
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<p><b>Activities</b></p>	<p><b>Spring 1: Fantastic Food</b>  These activities will be delivered as whole class inputs or as AD activities during CIL.</p> <ul style="list-style-type: none"> <li>• Creating a gingerbread man</li> <li>• Using shapes as stencils and pencils <ul style="list-style-type: none"> <li>• Observational drawings of fruit</li> <li>• Texture rubbings using crayons</li> <li>• Making textured paints</li> <li>• Exploring media- collage</li> </ul> </li> </ul> <p>Techniques</p> <p><b>Spring 2: Once upon a time</b>  These activities will be delivered as whole class inputs or as AD activities during CIL</p> <ul style="list-style-type: none"> <li>• Combining media- Jack and Beanstalk ( pencils, collage and paint)</li> <li>• Observational drawings of flowers</li> <li>• Experiment with different ways of joining materials- glue, cellotape, hole punch and treasury tags and staples</li> <li>• 3D structures- junk modelling</li> <li>• Seasons painting</li> <li>• Mothers day cards</li> </ul>	<ol style="list-style-type: none"> <li>1. Carousel of printing activities to begin to explore the topic.</li> <li>2. Making string-printing blocks.</li> <li>3. Making safeprint printing blocks and printing.</li> <li>4. Printing string blocks and marbling.</li> <li>5. Illustrator visit</li> <li>6. Children to begin printing as well as collage their birds.</li> <li>7. Using printed papers for collage.</li> <li>8. Children to draw their own illuminated letter.</li> </ol> <p>CC- Printing specialist in to teach techniques.</p>	<ol style="list-style-type: none"> <li>1. Researching roman pots. Children to use laptops and non-fiction books.</li> <li>2. Chn to design and label a picture of a Roman pot that they would like to create.</li> <li>3. Finishing off and finalising these designs. Children to begin to make their clay pots.</li> <li>4. Chn to paint their pot with a base colour – preferably an earthy-red colour, depending on their design.</li> <li>5. Children to varnish pots and evaluate.</li> </ol> <p>CC- Trip to Merchant Taylor for pottery lesson.  CC- Trip to Verulamium to look carefully at real life clay pots.  CC- Roman day at school.</p>	<ol style="list-style-type: none"> <li>1. Look through examples of Pop Art and and discuss what the children like about these and what makes it pop art.</li> <li>2. Short discussion on the Pop Art and which ones looks hard to replicate. Chn to then use tracing paper/free hand a design.</li> <li>3. Watch video on printing. Children to begin colour block printing. 4 and 5 Children to continue and finish their colour block print.</li> </ol> <p>CC- Expert in Printing to talk to the children about the techniques.</p>
<p><b>Context (why are we teaching this here &amp; now)</b></p>	<p>The topic starts with Food as this is something all children have experience and can engage with. In Spring 2 we move onto Once upon time linked to Literacy.</p>	<p>This gives KS1 students an opportunity to explore a different media of art. Looking at printing and the skills involved.  Allows children to explore printing in the spring term having focused on a variety of different skills in Autumn.</p>	<p>Links to History- Roman Empire.  Geography Links to 'Comparing Regions (Herts/Rome)'  DT Links to 'Baked Savoury Snacks (Roman Bread) and Drawstring Money Pouches (Roman).</p>	<p>Children will have experienced printing in KS1. This will allow them to further improve their printing skills.</p>

SUMMER TERM				
Unit Title/s	Summer 1- Superheroes and me Summer 2- All creatures great and small	Seaside art (Drawing and painting)	Gaudi	Mayans
NC Links ELGs (Early Years) Scheme Outcomes	<p>Summer 1 <b>EAD (Art)</b> Children develop their own ideas through selection and using materials and working on processes that interest them.</p> <p>Summer 2 <b>EAD (Art)</b> Through explorations they find out and make decisions about how media and materials can be combined and changed.</p>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>about the work of a range of artists, , describing the differences and similarities between different practices.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, with a range of materials about great artists, in history.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>to evaluate and analyse creative works using the language of art, craft and design</li> <li>to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>
<b>Skills to be developed</b>	<p>For instance:</p> <ul style="list-style-type: none"> <li>constructs with a purpose in mind using a variety of resources</li> <li>uses familiar objects and common shapes to create and recreate patterns and build models</li> <li>manipulates materials to achieve a planned effect.</li> </ul> <p>For instance:</p> <ul style="list-style-type: none"> <li>creates simple representations of events, people and objects</li> <li>begin to use anticlockwise movement and retrace vertical lines</li> <li>they handle equipment and tools effectively including pencils for writing</li> <li>they hold paper in position and use their preferred hand</li> </ul>	<p><b>Creating Ideas</b></p> <ul style="list-style-type: none"> <li>Work from observation and known objects</li> <li>Use imagination to form simple images from given starting points or a description</li> <li>Work with different materials</li> <li>Begin to think what materials best suit the task</li> </ul> <p><b>Drawing/Mark Making</b></p> <ul style="list-style-type: none"> <li>Begin to control lines to create simple drawings from observations</li> <li>Use thick felt tip pens/chalks/charcoal/wax crayon/pastel</li> <li>Hold a large paint brush correctly</li> <li>Make marks using paint with a variety of tools</li> <li>Consider consistency when applying paint</li> <li>Colour within the line</li> <li>Draw on smaller and larger scales</li> <li>Begin to add detail to line drawings</li> </ul> <p><b>Working with colour</b></p>	<p><b>Creating Ideas</b></p> <ul style="list-style-type: none"> <li>Develop sketch books</li> <li>Use a variety of ways to record ideas including digital cameras and iPads</li> <li>Develop artistic/visual vocabulary to discuss work</li> <li>Begin to suggest improvements to own work</li> <li>Experiment with a wider range of materials</li> <li>Present work in a variety of ways</li> </ul> <p><b>Drawing and Mark Making</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to record drawings from observation</li> <li>Experiment with different tones using graded pencils</li> <li>Include increased detail within work</li> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>Use a variety of brushes and experiment with ways of marking with them</li> </ul> <p><b>Working with Colour</b></p> <ul style="list-style-type: none"> <li>Mix and match colours (create palettes to match images)</li> </ul>	<p><b>Creating Ideas</b></p> <p>For instance:</p> <ul style="list-style-type: none"> <li>Select and develop ideas confidently, using suitable materials confidently</li> <li>Improve quality of sketchbook with mixed media work and annotations</li> <li>Select own images and starting points for work</li> <li>Develop artistic/visual vocabulary when talking about own work and that of others</li> </ul> <p><b>Working with colour</b></p> <ul style="list-style-type: none"> <li>Build on previous work with colour by exploring intensity</li> </ul> <p><b>Textiles and Collage</b></p> <ul style="list-style-type: none"> <li>Create tie dye pieces combining two colours</li> <li>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</li> </ul> <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Design and create sculpture, both small and large scale</li> <li>Create human forms showing movement</li> </ul>

		<ul style="list-style-type: none"> <li>• Recognise and name primary and secondary colours</li> <li>• Mix primary colours to make secondary colours</li> <li>• Share colour charts to compare variations of the same colour</li> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Recognise warm and cold colours</li> <li>• Create washes to form backgrounds</li> <li>• Explore the relationship between mood and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Lighten and darken tones using black and white</li> <li>• Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> <li>• Experiment with watercolour, exploring intensity of colour to develop shades</li> <li>• Explore complementary and opposing colours in creating patterns</li> </ul>	
<p><b>Activities</b></p>	<p><b>Summer 1: Superheroes and Me.</b>  These activities will be delivered as whole class inputs or as AD activities during CIL.</p> <ul style="list-style-type: none"> <li>• Printing with vegetables and paint.</li> <li>• 3D Collage to make super vegetable</li> <li>• Design their own superhero drawing with pencils or painting</li> <li>• Paper Mache and balloons to make 3D planets</li> <li>• Create a recycling poster linked to Michael Recycle.</li> </ul> <p><b>Summer 2: All creatures great and small.</b>  These activities will be delivered as whole class inputs or as AD activities during CIL.</p> <ul style="list-style-type: none"> <li>• Exploring animal patterns linked to Walking through the Jungle</li> </ul>	<ol style="list-style-type: none"> <li>1. Children to create a picture from their own experiences of the seaside. Children may select the brush dye colours they would like. (Turquoise/blue/yellow).</li> <li>2. Children are going to re-create their seaside picture by printing.</li> <li>3. Children to re-create another seaside picture by combining watercolour paint, brush dye and collage.</li> <li>4. Children to work with iPads to create their background. The pictures should be saved for printing.</li> <li>5. Children to explore and draw a selection of Georgia O'Keefe's paintings. Children to then add poster paints to colour them in.</li> <li>6. Investigate the titanic and the story. Children to pick an image and</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a class discussion about Gaudi and his work. Look at images of his work and compare to some roman designs.</li> <li>2. Children are to design their own Gaudi mosaic based on his work</li> <li>3. Children are going to be making their own mosaic today. They will be using coloured paper to make the mosaic effect.</li> <li>4. If any children need time to finish give them 15 minutes at beginning of lesson. Children are to now complete evaluation on their mosaic answering in full sentences.</li> </ol> <p>CC- Trip to Verulamium to see real life mosaics.</p>	<ol style="list-style-type: none"> <li>1. Present children with information on Mayan Art. Discussing the murals and sculptures.</li> <li>2. Children to work through questions on Mayan Art and sketch a necklace.</li> <li>3. Explore some murals. Children to then plan their own Mural.</li> <li>4. Children to create mural on A3/A4 paper.</li> <li>5. Children to create mural on A3/A4 paper.</li> <li>6. Introduction to Tye Dye. Children to experiment on small pieces of fabric.</li> <li>7. Mayan Day CC- Mayan Art Day</li> </ol>

	<ul style="list-style-type: none"> <li>Using Farm animals to create shadow drawing- Outside link to Science</li> <li>Design your own animal shelter.</li> <li>Junk model to make your own animal shelter</li> <li>Collaborative under the sea scene using watercolours</li> <li>Cutting and sticking focus for</li> </ul> <p>CC- Parent in to discuss Chinese new year</p>	<p>begin to sketch their image.</p> <p>CC- Trip/Virtual Trip to a seaside. CC- Get some resources from the sea side for the children to explore e.g. shells, sand, seaweed etc.</p>		
Context (why are we teaching this here & now)	Gives children the opportunity to explore a variety of art skills e.g. patterns, shadow drawing, watercolours, cutting and sticking before moving onto Yr 1.2 skills.	Summer time- Time to go to the beach/seaside. Links to Geography Topic 'The British Isles & Coasts'	Links to History- Roman Empire. Geography Links to 'Comparing Regions (Herts/Rome)' DT Links to 'Baked Savoury Snacks (Roman Bread) and Drawstring Money Pouches (Roman).	Links to History Topic- 'Non European Society – Mayan Civilization (c. AD900) & The Aztecs' Links to Geography Topic- 'South America – Mexico'
Other opportunities for cultural capital.	Visit from artist to help explore new skills.	Visit from artist to help explore new skills.	Visit from artist to help explore new skills.	Visit from artist to help explore new skills.

COMPUTING	Reception	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM					
Unit Title/s	Exploring Sound	Images and Light	Let's Create	Bringing Images to Life	Morphing Images
NC Links ELGs Scheme Outcomes	Preparation for: 1.ii 1.iv 1.v 1.vi Children investigate and respond to a range of digital sound and music on varied devices, comparing this to live sound. They capture their own sound and share with others. They create simple tunes using digital resources.	Preparation for: 1.iv 1.v 1.vi Children explore different ways in which digital images can be captured and viewed, including using magnification and investigating the effect of light. They explore devices which monitor light, beginning to make links to their own senses	<ul style="list-style-type: none"> <li>1.iii 1.iv 1.v 1.vi</li> <li>Create a picture linked to a curriculum theme. (story, song, poem, explanation, rhyme)</li> <li>Create a simple sentence related to their picture.</li> <li>Create a simple digital sound recording related to their picture.</li> <li>Share their work with other discussing the digital resources they chose to use and reviewing how they might change or improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>2.i 2.ii 2.iii 2.vi 2.vii</li> <li>Plan and create an animation to convey an idea/message: this should include the use of an algorithm and or either an onscreen program language or animation tool.</li> <li>Create digital image/s to convey the same idea/message.</li> <li>Compare both projects, considering how well each conveys the same idea/message</li> </ul>	<ul style="list-style-type: none"> <li>2.vi 2.vii</li> <li>Choose to create a film, an animation or a 3D graphic to meet a specific need and audience</li> <li>Explain the stages of the creation of their work, detailing how these meet the audience/purpose</li> <li>Share their work and revisit it to refine and/or develop.</li> <li>Evaluate the effectiveness of the final product and how it meets the given criteria.</li> </ul>
Skills to be developed	<ul style="list-style-type: none"> <li>Record and manipulate digital sound</li> <li>Work with moving image including animation</li> </ul>	<ul style="list-style-type: none"> <li>Use dataloggers and sensors for collecting and analysing data.</li> <li>Investigating digital magnifiers and microscopes.</li> <li>Organise data into graphs, charts, diagrams, mindmaps, tables</li> <li>Capture, create, manipulate digital images and know how they are made.</li> <li>Work with moving image including animation.</li> </ul>	<ul style="list-style-type: none"> <li>Use logical reasoning to support work with algorithms and programs.</li> <li>Word processing and digital writing.</li> <li>Capture, create and manipulate digital images knowing how they are created.</li> <li>Work with moving image including animation.</li> <li>Record and manipulate digital sound.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, create, debug, refine and explain algorithms.</li> <li>Use logical reasoning to support work with algorithms and programs.</li> <li>Understand decomposition and abstraction in algorithms and programs</li> <li>Use sequence, selection, repetition, procedures and variables.</li> <li>Program onscreen and physical devices and systems.</li> <li>Use different programming languages, including unplugged ones.</li> <li>Capture, create and manipulate digital images knowing how they are made.</li> <li>Work with moving image including animation.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, create, debug, refine and explain algorithms.</li> <li>Use logical reasoning to support work with algorithms and programs.</li> <li>Understand decomposition and abstraction in algorithms and programs</li> <li>Use sequence, selection, repetition, procedures and variables.</li> <li>Understand input and out in programming, applications and systems.</li> <li>Investigate programming and design in digital devices and systems.</li> <li>Program onscreen and physical devices and systems.</li> <li>Use different programming languages, including unplugged ones.</li> <li>Investigate design and programming of simulations and games.</li> </ul>

<p>Activities</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to listen to a wide range of digital sounds (rhymes, songs, stories, etc.) encouraging increasing independence and appropriate care of resources and technology.</li> <li>• Set up interactive/talking books for the children to access and encourage them to use these, clicking to move through the books and responding to activities or questions.</li> <li>• Encourage children to share digital sounds with others, joining in with songs, refrains, and story elements.</li> <li>• Provide sound buttons on displays or activities for children to play back. Encourage them to make their own recordings for the displays.</li> <li>• Set up activities for the children which use quick</li> </ul>	<p>Provide a range of equipment such as ipads, cameras to take still and moving picture. Provide microscopes and visualisers for children to use. Support chn with taking pictures and help them to know that they must ask permission first. Organise walks on which chn take pictures of their environment. Show chn how to save image and order them (sequencing). Use Clicker 5 or 6. Show children how to zoom in and out on whiteboards moving on to using microscopes to see very small images or telescopes to see distant images. Chn should manipulate images using an editing tool on the ipads or white board, progress to manipulating on the laptops using the mouse. Set up a dark den where the chn can experiment with light and shade using torches. The dataloggers could be used to show lux levels. Talk about Christmas and Diwali light displays</p>	<ul style="list-style-type: none"> <li>• Begin to be aware that work is stored on the school network</li> <li>• With support access work on the network; save in a prepared folder</li> <li>• Develop use of different input devices; begin to name them</li> <li>• Begin to relate terms hardware and software to some resources</li> <li>• Purposefully use suggested digital tools for their work, including simple word processing and graphics</li> <li>• Understand an algorithm to be a precise set of instructions; use for a sequencing activity</li> <li>• With limited support create a simple animation using given images</li> <li>• Share work with others</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with pupil areas on school network; know there are many computer networks in the world</li> <li>• Save and organise their work in folders on the network; use appropriate file names</li> <li>• Understand digital images are made up of pixels</li> <li>• Use varied digital tools to create and edit images for specific audiences/purposes</li> <li>• Use repetition for efficiency in correctly-sequenced algorithms and programs</li> <li>• Design, test and debug algorithms to create animations</li> <li>• Know algorithms support program design</li> <li>• Understand copying an image with a slight change can give appearance of movement</li> <li>• Discuss how we can safely use technology for digital communication</li> </ul>	<p>Through showing a range of films chn should be able to discuss the difference between live action and animation. They should be able to discuss the impact on the audience of different styles of animation including computer generated. Discuss what 3D is and how it is shown in animation e.g Wallace and Gromit-plasticine models. Discuss use of white models in films e.g. Harry Potter and use of 3D tools in real life e.g building houses. Chn should then be shown 3D software such as Sketchup They should design a house with garden pool, colour and texture. Chn should understand that these tools help us explore things that do not as yet exist. Chn should be shown the stages in producing a live film – show story boards of live films. They should create a short film or trailer on Movie Maker for a specific audience linked to a topic. They should create their film carrying out the agreed stages, including:</p> <ul style="list-style-type: none"> <li>• carrying out the filming (still and moving) including filming narrator sequences where relevant</li> <li>• importing still and moving images into the software application</li> <li>• sequencing</li> <li>• adding text, eg. titles and credits</li> <li>• adding sound (music, sound effects and narration)</li> <li>• editing – trimming, timing, transitions, visual and special effects</li> <li>• saving (including saving drafts) and exporting</li> </ul> <p>Review their film, annotating their plan to show changes made. They should experiment with creating talking avatars on Vokis and discuss safety issues relating to the use of avatars online.</p>
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	<p>sound capture resources, for example record a question or prompt on a sound button and ask the children to respond and/or record their response.</p> <ul style="list-style-type: none"> <li>• Provide quick sound capture resources so that children can choose to add a recorded comment about something they have done or produced.</li> <li>• Provide simple resources which change the way a voice sounds and encourage the children to experiment with them when recording their own or others voices.</li> <li>• Remind them to ask permission before recording another person's voice.</li> </ul>				<p>To contrast chn then should create an animated film linked to a topic on imotion. This will be their final task and they should complete a full process with a review and evaluation. They should understand the importance of saving and reviewing drafts. They have a class viewing using airserver.</p>
<p>Context (why are we teaching this here &amp; now)</p>	<p>This unit introduces the children to electronic devices that use and record sound. They can hear their own voice and provide oral explanations. The unit is the starting point for further sound development over the</p>	<p>Children explore different ways in which digital images can be captured and viewed, including using magnification and investigating the effect of light. This links to KS1's unit where they will import images. They</p>	<p>The HfL curriculum states that this unit must be taught before Get Creative and is the starting point for LKS1 computing. The unit introduces simple algorithms, animation and use of digital images. It can be linked to creative writing in English. <b>Cultural Capital: Wildlife photography competition where</b></p>	<p>This unit develops the children's understanding of digital images and animation. They create a short animation which paves the way for a i-motion animation in year 5.6 Morphing Image and clear progression of skills learnt should be seen. The unit links to Geography and Science as the animation is of the water cycle.</p>	<p>This unit furthers the children's understanding of all forms of animation and digital image generation. The children develop their stop motion animation skills building on those learnt in Years 3.4. There should be a clear progression from creating an animation on Scratch in Y3.4, to creating their own stop-motion animation on imotion.</p>

	curriculum. It is taught at the beginning of the year, as it is easily accessible for younger children.	explore devices, which monitor light, beginning to make links to their own senses. This links to light and shadow taught at KS1. Linking to Christmas and Diwali light displays. <b>Cultural Capital: Children can capture digital images at home and bring to school for display</b>	<b>children captured their own digital picture.</b>	<b>Cultural Capital: Wildlife photography competition where children captured their own digital picture.</b>	This unit can be linked to English Monsterology unit of work. <b>Cultural Capital: This unit is supported by the school trip to The Making of Harry Potter where the children experience green screen filming first hand. The children take part in an image/animation workshop led by Merchant Taylor Sixth Form which shows the progression of learning in KS3. This unit can be linked to English Monsterology unit of work. The children use word to write up their monster descriptions.</b>
<b>SPRING TERM</b>					
Unit Title/s	Finding Out	Making Marks	Visual Information	Keeping Informed	Information Models
NC Links ELGs Scheme Outcomes	<ul style="list-style-type: none"> <li>Preparation for: 1.iii 1.iv 1.v 1.vi</li> <li>Children use various technologies and physical and onscreen resources to investigate the world around them, comparing digital and non-digital and sharing what they have discovered. They explore devices which monitor sound, light or temperature and make links to their own senses. They increasingly know who to tell</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for: 1.ii 1.iv 1.v 1.vi</li> <li>Children explore ways we use technology to write and to draw, using a broad range of devices and input tools.</li> <li>They develop knowledge of the keyboard through regular links to phonics.</li> <li>They begin to type their first name using this to log on to their own area on the school system or other systems used for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>1.iii 1.iv 1.v 1.vi</li> <li>Use appropriate software to organise some existing data in a simple pictogram chart. Use this to make some general statement about the data.</li> <li>Use a branching database to identify specific objects.</li> <li>Suggest a better alternative for one of the questions in the branching database.</li> </ul>	<ul style="list-style-type: none"> <li>2.i 2.ii 2.iii 2.vi 2.vii</li> <li>Individually research and enter data into a data base around a new theme/topic (this could be information collected from sensors.)</li> <li>topic Use the data to answer their own and others' questions presenting at least one of their answers as a graph</li> <li>Comment on the structure of databases and how it helped them to find answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>2.i 2.ii 2.vi 2.vii</li> <li>Create a simple spreadsheet model to find possible answers to a real life problem.</li> <li>Identify the variables within the model, explaining the effect of changing them.</li> <li>Change the variables to provide a solution to the problem, presenting their answers in a report, using graphs as appropriate.</li> <li>Explain how the model helped provide solutions to the problem, justifying their choices.</li> </ul>

	if something they see makes them worried or uncomfortable.				
Skills to be developed	<ul style="list-style-type: none"> <li>Organise data into graphs, charts, diagrams, mindmaps, tables.</li> <li>Investigating programming and design in digital devices/systems.</li> <li>Use dataloggers and sensors for collecting and analysing data.</li> <li>Investigating digital magnifiers and microscopes.</li> <li>Word processing and digital writing.</li> <li>Capture, create and manipulate digital images knowing how they are created.</li> <li>Work with moving image including animation.</li> </ul>	<ul style="list-style-type: none"> <li>Capture, create and manipulate digital images and know how they are made.</li> <li>Use word processing and digital writing.</li> <li>Work with moving image including animation.</li> <li>Record and manipulate digital sound.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate using digital magnifiers and microscopes.</li> <li>Categorise and sort data using branching databases.</li> <li>Start to investigate spreadsheets with formulae, functions and modelling.</li> <li>Organise data into graphs, charts, diagrams, mindmaps and tables</li> </ul>	<ul style="list-style-type: none"> <li>Datalogging and using sensors for sensing, collecting and analysing data.</li> <li>Investigating using digital magnifiers and microscopes.</li> <li>Searching, organising and analysing data from data bases – considering big data.</li> <li>Categorising and sorting data using branching databases.</li> <li>Compiling spreadsheet with formulae, functions and modelling.</li> <li>Organising data with graphs, diagrams, mindmaps and tables.</li> </ul>	<ul style="list-style-type: none"> <li>Use sequence, selection, repetition, procedures and variables.</li> <li>Use dataloggers and sensors for collecting and analysing data.</li> <li>Using spreadsheets with formulae, functions and modelling.</li> <li>Organise data into graphs, charts, diagrams, mindmaps, tables.</li> </ul>

Activities	<ul style="list-style-type: none"> <li>• Chn should be able to take photos with ipads and be shown them on whiteboards, they should relate to a visitor or event. Children should be aware of digital and nondigital images and that permission should be sought before taking photos.</li> <li>• Children should independently use dataloggers or other sensor devices e.g. thermometers. Light meters, sound wave (app on ipads). This should relate to knowledge of their own senses. Children should use digital times e.g onscreen and compare them with sandtimers.</li> <li>• Children should be able to use a range of input devices including touch screen, mouse and keyboards. They could build their own profile on</li> </ul>	<ul style="list-style-type: none"> <li>• Provide defunct keyboards for children to use in role-play and encourage them to explore keyboards and their use in the outside world.</li> <li>• Encourage children to find the letters of their name and the letter/sound of the week on physical, onscreen and photocopied/laminated keyboards (upper and lower case).</li> <li>• Provide opportunities for children to practise typing letters and numbers using connected onscreen and physical keyboards as well as defunct/pretend keyboards.</li> <li>• Set up a role play activity using plastic letters and keyboard to model what the computer does when we press a key on the keyboard.</li> <li>• Provide cards for the children</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to be aware that work is stored on the school network</li> <li>• To be able to log on to the school network</li> <li>• Know that information exists in different forms</li> <li>• Use simple sensors to investigate conditions around them</li> <li>• Explore a range of technology tools to generate pictograms and bar charts, and to identify objects</li> <li>• Use yes/no questions to sort a limited set of objects</li> <li>• Use graphs and charts to answer simple questions.</li> <li>• Make general statements about their data</li> <li>• Share work with others</li> <li>• Keep personal details private</li> <li>• Use technology safely and sensibly</li> <li>• Be able to talk about their use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand computer networks can be linked by the internet</li> <li>• Talk about services on the internet including the World Wide Web</li> <li>• Know the web uses hyperlinks to connect millions of websites</li> <li>• Understand how a search engine locates and displays information</li> <li>• Know a search engine uses key words to locate information from websites</li> <li>• Understand data is held about us on internet; keep our own data secure</li> <li>• Know search results may not be relevant or appropriate and should be checked</li> <li>• Use key words to find relevant information</li> <li>• Understand what a computer virus is and the damage it can do</li> <li>• Show understanding of school e-Safety rules for copyright and personal data</li> <li>• Enter and format data in a spreadsheet</li> <li>• Create appropriate graphs/charts</li> <li>• Use arithmetic operators in formulae</li> <li>• Check data for reliability and accuracy</li> <li>• Understand the difference between data and information</li> </ul>	<ul style="list-style-type: none"> <li>• Children explore excel spread sheets in more depth looking at sheets, columns, rows, cells and editing tools. Children should format cells entering words and numbers.</li> <li>• Children should experiment with formulae and calculation tools and link to algebra in maths. Possibly use Excel games such as Wizard's Challenge or Gold Mine utilising asterisk for multiplication etc. They could convert money using the spreadsheet.</li> <li>• Children should create spreadsheets that calculate the mean, mode, median etc.</li> <li>• Children must understand that spreadsheets both store and analyse data.</li> <li>• Use the weather station or dataloggers to record information and transfer it to a spreadsheet to create graphs.</li> <li>• Write and answer questions which analyse the data and draw conclusion – link to science.</li> <li>• Children should be able to format a cell so that it may change depending upon the information inputted e.g. change of colour when a target is reached.</li> <li>• The final task should be to create a spreadsheet that links to a real life issue related to the children. They should include variables and input information that changes. They should present their information using graphs via the graphing tool.</li> </ul>

	<p>2Simple Build a Profile which includes a photo.</p> <ul style="list-style-type: none"> <li>Use onscreen resources to research information about other people and cultures this could include use of pictograms to compare weather or foods. Chn should be made aware of using digital devices at home and being safe, who to talk to if they see something they don't like.</li> </ul>	<p>to sequence and to follow when printing or saving their work.</p> <ul style="list-style-type: none"> <li>Talk to others about whether they would decide to print or save their work. Remind them to ask for help if they need it.</li> <li>Provide time and opportunities for children to write and draw using various input devices, including mice, touch pads, interactive whiteboards, touch screens and/or tablets. Encourage increasing independence and appropriate care.</li> <li>Use simple onscreen activities to label or sort different input devices.</li> </ul>			
<p>Context (why are we teaching this here &amp; now)</p>	<p>This unit is an introduction to physical devices in relation to the information strand of the curriculum. The chn are shown how to use ipads and how to logon to laptops using</p>	<p>After the previous unit which introduced the chn to logging on and keyboard the chn will continue to develop their skills and should learn how to type their name. They will</p>	<p>The chn will be introduced to the concept of data storage on the school server and saving information in folders. They should be able to logon independently using a mat with their password. In this unit the chn collect and present data in simple pictograms using yes no</p>	<p>The chn will develop their understanding of data storage on the school server and saving information in folders – they should do so independently. In this unit the chn collect and present data in branching databases and databases using information Magic. This software is a progression from the database app</p>	<p>Children develop expertise in spreadsheets, using both formulae and functions. The children are now storing information in Excel rather than premade database software. They import and analyse data collected on dataloggers. They use conditional formatting to vary the format of cells and create tools for</p>

	the keyboard. They should begin to develop their mouse skills. They will use the camera. They will develop their understanding of using devices for information gathering. At	continue to develop their use of drawing apps on the ipads to develop their fine motor skills.	questions to sort their information. they will use simple pictogram apps on the ipad and the HA chn could progress to 2Simple Graph on the laptops. They can input temperature information collected from the weather station to link to geography.	used in KS1. They will store information on minibeasts which links to the Science topic – Living Things and then present that information in graph form. Linking to maths they create and answer questions to analyse the information. They will also collect statistical information on height and weight linking to measurement. <b>Cultural Capital: Capturing and downloading images to add into their database.</b>	specific user needs. They create models, identifying variables and using what-if modelling. This unit links to maths as the information stored will contain units of measure.
<b>SUMMER TERM</b>					
Unit Title/s	<b>Toys and Machines And Exploring Laptop and Logins</b>		<b>Discovering Programs</b>	<b>Programming and Games</b>	<b>Robotics</b>
NC Links ELGs Scheme Outcomes	<ul style="list-style-type: none"> <li>Preparation for:1.i 1.ii 1.iii</li> <li>Children build the early foundation for programming, by investigating technologies and digital toys in the classroom. They begin to use a simple programming language to play robot and to control simple onscreen and physical devices.</li> </ul>		<ul style="list-style-type: none"> <li>1.i 1.ii 1.iii 1.v 1.vi</li> <li>Create a simple algorithm to achieve a specific objective or target.</li> <li>Write a program to instruct a physical and/or onscreen device to achieve an object or target. (this could link to their algorithm above.)</li> <li>Test, debug and refine the program, note how it has been improved and/or developed for accuracy and efficiency.</li> <li>Predict and test the outcome of a program written by a peer. Suggest improvements to the program.</li> </ul>	<ul style="list-style-type: none"> <li>2.i 2.ii 2.iii 2.vi 2.vii</li> <li>Design an algorithm for an onscreen programming task (for example a pattern or design), which includes repeat functions and ideally procedures.</li> <li>Use an onscreen programming language to write the program.</li> <li>Test, debug and refine their program considering how to improve its efficiency</li> <li>Predict the outcome of a program produced by another pupil</li> <li>Evaluate their completed task including noting where they used decomposition to support the design of the task.</li> </ul>	<ul style="list-style-type: none"> <li>2.i 2.ii 2.iii 2.vi 2.vii</li> <li>Use decomposition and algorithms/pseudocode to plan a program to control a physical/onscreen device which includes input sensors and output sensors for a specific brief.</li> <li>Include repetition, selection and use of variables in their program.</li> <li>Add comments to their program and explain how it works.</li> <li>Refine and modify their program, updating the process to record the comments and saving drafts.</li> <li>Evaluate their program considering efficiency and effectiveness.</li> </ul>
Skills to be developed	<ul style="list-style-type: none"> <li>Investigate programming and design in digital devices</li> <li>Program onscreen and physical devices and systems.</li> <li>Use different programming languages, including unplug ones.</li> <li>Use sequences and selection.</li> <li>Investigate programming and design of simulations and games</li> </ul>		<ul style="list-style-type: none"> <li>Plan, create, debug, refine and explain algorithms.</li> <li>Use logical reasoning to support work with algorithms and programs.</li> <li>Use sequence, selection, repetition and procedures.</li> <li>Design, write, test, predict, debug and refine programs.</li> <li>Investigate programming and design in digital devices/systems.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, create, debug, refine and explain algorithms.</li> <li>Use logical reasoning to support work with algorithms and programs.</li> <li>Understand decomposition and abstraction in algorithms and programs</li> <li>Use sequence, selection, repetition, procedures and variables.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, create, debug, refine and explain algorithms.</li> <li>Use logical reasoning to support work with algorithms and programs.</li> <li>Understand decomposition and abstraction in algorithms and programs</li> <li>Use sequence, selection, repetition, procedures and variables.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use different programming languages including unplugged.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand input and out in programming, applications and systems.</li> <li>• Investigate programming and design in digital devices and systems.</li> <li>• Program onscreen and physical devices and systems.</li> <li>• Use different programming languages, including unplugged ones.</li> <li>• Investigate design and programming of simulations and games.</li> </ul>	<ul style="list-style-type: none"> <li>• Program onscreen and physical devices</li> <li>• Exploring, identifying and adding binary numbers.</li> </ul>
<p>Activities</p>	<ul style="list-style-type: none"> <li>• Encourage children to use simple controls/button presses to operate small computing devices in the setting, safely and effectively (for example MP3/CD/DVD players, cameras, microscopes, visualisers, simple dataloggers etc.) Encourage increasing independence, but with appropriate care for the technology being used.</li> <li>• Encourage children to order pictures (either physically or onscreen) reminding them how to use a certain device. Children could also capture their own images to sequence.</li> <li>• Set up activities on different devices so that children can compare the ways that each of the devices works and develop their skill in using it.</li> <li>• Provide opportunities to enable children to share their understanding with others and to develop increasing independence in the safe use of computing devices.</li> <li>• Provide instruction cards for the children to sequence and test for a simple regular tasks in the setting, such as tidying up, using technology safely and responsibly, taking turns.</li> <li>• Encourage the children to create instructions, either using a camera, or simple drawing on cards, for their own task, for example building a tower, making a sandcastle etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about input and output</li> <li>• Use the term algorithm, understanding it to be a set of instructions</li> <li>• Create and debug simple algorithms for short tasks</li> <li>• Begin to use an algorithm to create a simple program</li> <li>• Create simple programs for human robots, onscreen and physical turtles or devices</li> <li>• Understand the need to be precise and follow the correct sequence when programming</li> <li>• Use logical reasoning to help investigate what will happen in simple programs</li> <li>• Make choices to produce different outcomes</li> <li>• Use technology safely and sensibly</li> <li>• Identify devices at home and school which might be programmed</li> </ul>	<ul style="list-style-type: none"> <li>• Children explore simulations and understand how they are used in the real world e.g. Duck Builder, Beckonscott village, BBC how to make a race track in Scratch.</li> <li>• They tinker with the simulation and discuss its real life application.</li> <li>• They start to understand that abstraction simplifies activities and systems by questioning what is left out of the simulation.</li> <li>• Children should know what digital devices they use at school, home and their parents may use in work.</li> <li>• Consider the differences between actual devices e.g. Beebots and the onscreen version Textease Turtle.</li> <li>• Create an unplugged program for a specific goal e.g. the children are to put away their book or put on their shoes.</li> <li>• The children should then write an onscreen program in MSW logo or Textease Turtle. LA can use keypad and HA should use logo commands.</li> <li>• Chn then learn to refine their programming commands by creating a repeating 2D shape pattern in logo. They may progress</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the sensors within varied automatic control systems and explain how they work</li> <li>• Know automated systems respond to inputs from sensors</li> <li>• Use abstraction to compare similarities between digital systems</li> <li>• Design, debug and refine algorithms to solve problems; review effectiveness</li> <li>• Know well-designed algorithms support improved design and efficiency in programs</li> <li>• Use decomposition in algorithms and programs, knowing it is key to precise design</li> <li>• Use sequence, repetition and selection appropriately in algorithms and programs</li> <li>• Explore the use of variables in their programs</li> <li>• Design, test, debug and refine programs for physical and onscreen devices and systems in several programming environments</li> <li>• Use logical reasoning to predict outcomes in programs and detect errors</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide space and opportunities for children to “play robot” using the programming cards and being “programmed” to carry out a task by other children.</li> <li>• Set up activities where children can use the programmable devices in simple tasks related to counting, number, shape, phonics, letter identification etc.</li> <li>• Encourage children to suggest challenges and to share their experiences of programming with others</li> </ul>		<p>to using variables in the program. LA will progress to repeat.</p> <ul style="list-style-type: none"> <li>• Chn progress to creating another program for “D shapes using sequencing in Scratch. They should debug program errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Build and program a device with at least one input and one output</li> <li>• Demonstrate understanding of selection in various contexts, including sensor inputs to simple automated devices they have built</li> <li>• Critically evaluate their work using peer and self-review to modify and improve it</li> </ul>
<p>Context (why are we teaching this here &amp; now)</p>	<p>All units are this term are from the programming strand and so teachers should see clear progression in programming skills across the school this term. This unit introduces basic programming skills and vocabulary to Early Years and provide the building blocks for the key stages. This unit is taught in the summer term as it is the most challenging of the units. The chn should also continue to develop their mouse skills and should leave Early Years knowing how to logon to a laptop.</p>	<p>All units are this term are from the programming strand and so teachers should see clear progression in programming skills across the school this term. The chn write simple algorithms for Beebots, manually programming the actual device and showing. progressing to programming the Beebot on the app. They should be a range of output seen from the programming for example reaching a certain destination or navigation a floor map. This unit links to mapwork in geography.</p> <p>Cultural Capital: The children will take part in a Beebots workshop</p>	<p>All units are this term are from the programming strand and so teachers should see clear progression in programming skills across the school this term. Children explore simulations, investigating the structure and exploring how they might be programmed. They begin to note that abstraction can simplify them. This task is linked to the water cycle taught in the Autumn term. They will use MSWLogo on the laptops which is a progression from Beebots used in KS1 as they must type in their own commands and the software allows them to use repeats and variables to simplify programmes.</p> <p>Cultural Capital: The children take part in a programming workshop using raspberry pie to experience programming on different devices.</p>	<p>All units are this term are from the programming strand and so teachers should see clear progression in programming skills across the school this term. The chn will progress to using Lego Wedo where they must build and programme their own device which include sensors. This unit links to D+T as it includes construction.</p> <p>Cultural Capital: For children working at greater depth they is an opportunity to join the computing club where they will learn how to program Microbits using Python which is an introduction to the KS3 curriculum.</p>

D&T	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	<p><b>Autumn 1: Looking at Me</b>  <b>Autumn 2: Twinkly Nights and Gloomy Lights</b></p>	<p><b>Puppets</b></p>	<p><b>Bread Packaging</b></p>	<p><b>Traditional African Food</b></p>
NC Links/Skills ELGs (Early Years) Scheme Outcomes	<p><b>Autumn 1: EAD (DT)</b> Talks about plans they have made to carry out and what they might change if they repeat. Manipulates materials to achieve a planned effect.</p> <p><b>PSE (DT)</b> They show understanding of need for safety when tackling new challenges</p> <p><b>Autumn 2: EAD (DT)</b> Developing their own ideas through selecting and using materials and work on processes that interest them</p>	<p>Evaluate ideas and products against design criteria, select from and use a wide range of materials and components including textiles, cut, shape, join and finish, generate, develop, model and communicate ideas through talking, drawing, templates and mock ups</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional and aesthetic qualities</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
Skills to be developed (from progression of skills document)	<p><b>DESIGNING: Understanding contexts, users and purposes:</b>  For instance:</p> <ul style="list-style-type: none"> <li>constructs with a purpose in mind, using a variety of resources</li> <li>develop their own ideas through selecting and using materials and work on processes that interest them</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b>  For instance:  talk about the ideas and processes which have lead them to make products</p> <p><b>MAKING: Planning</b>  For instance:  talks about plans they have made to carry out activities and what they might change if there were to repeat</p> <p><b>MAKING: Practical Skills &amp; Techniques:</b>  For instance:</p> <ul style="list-style-type: none"> <li>shows understanding of the need for safety when tackling new challenges</li> </ul>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b>  For instance:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local</li> <li>community, industry and the wider environment</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> <li>use simple design criteria to help develop their ideas</li> </ul>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b>  For instance:  Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b>  For instance:</p>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b>  For instance:  Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> </ul>

	<p>and considers and manages some risk</p> <ul style="list-style-type: none"> <li>• shows understanding of how to transport and store equipment safely</li> <li>• practises some appropriate safety measure without direct supervision</li> <li>• selects resources and adapts work where necessary</li> </ul> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>• through their explorations they find out and make decisions about how media and material can be combined and changed</li> <li>• they talk about features of their own and others work, recognising the differences between them and the strengths of others</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance: find out and make decisions about how media and materials can be combined and changed</p> <p><b>TECHNICAL KNOWLEDGE: Making Products Work:</b> For instance:</p> <ul style="list-style-type: none"> <li>• they know the properties of some materials and can suggest some of the purposes they are used for</li> <li>• shows an interest in technological toys with knobs or pulleys</li> <li>• shows skill in making toys work by pressing parts or lifting flaps</li> </ul> <p><b>COOKING &amp; NUTRITION: Where Food Comes From:</b> For instance:</p> <ul style="list-style-type: none"> <li>• children know the importance of a good healthy diet</li> <li>• children know about and can make healthy choices in relation to healthy eating</li> </ul> <p><b>COOKING &amp; NUTRITION: Food Preparation, Cooking &amp; Nutrition:</b></p>	<p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>• generate ideas by drawing on their own experiences</li> <li>• use knowledge of existing products to help come up with ideas</li> <li>• develop and communicate ideas by talking and drawing</li> <li>• model ideas by exploring materials, components and construction kits and by</li> <li>• making templates and mock-ups</li> <li>• use information and communication technology, where appropriate, to develop</li> <li>• and communicate their ideas</li> </ul> <p><b>MAKING: Planning</b> For instance:</p> <ul style="list-style-type: none"> <li>• plan by suggesting what to do next</li> <li>• select from a range of tools and equipment, explaining their choices</li> <li>• select from a range of materials and components according to their characteristics</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance:</p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a range of materials and components, including construction materials and kits,</li> <li>• textiles, food ingredients and mechanical components</li> </ul>	<p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• share and clarify ideas through discussion</li> <li>• model their ideas using prototypes and pattern pieces</li> <li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and</li> <li>• communicate their ideas</li> <li>• use computer-aided design to develop and communicate their ideas</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• generate realistic ideas, focusing on the needs of the user</li> <li>• make design decisions that take account of the availability of resources</li> </ul> <p><b>MAKING: Planning</b> For instance:</p> <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• select tools and equipment suitable for the task</li> <li>• explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>• select materials and components suitable for the task</li> <li>• explain their choice of materials and components according to functional properties and</li> <li>• aesthetic qualities</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• order the main stages of making</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance:</p> <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a wider range of materials and components than KS1, including construction materials</li> </ul>	<ul style="list-style-type: none"> <li>• develop a simple design specification to guide their thinking</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance:</p> <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• share and clarify ideas through discussion</li> <li>• model their ideas using prototypes and pattern pieces</li> <li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and</li> <li>• communicate their ideas</li> <li>• use computer-aided design to develop and communicate their ideas</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• generate innovative ideas, drawing on research</li> <li>• make design decisions, taking account of constraints such as time, resources and cost</li> </ul> <p><b>MAKING: Planning</b> For instance:</p> <p>Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• select tools and equipment suitable for the task</li> <li>• explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>• select materials and components suitable for the task</li> <li>• explain their choice of materials and components according to functional properties and</li> <li>• aesthetic qualities</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• produce appropriate lists of tools, equipment and materials that they need</li> </ul>
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	<p>For instance:</p> <ul style="list-style-type: none"> <li>eats a healthy range of foodstuffs and understands need for variety in food</li> <li>can make healthy eating choices</li> </ul>	<ul style="list-style-type: none"> <li>measure, mark out, cut and shape materials and components</li> <li>assemble, join and combine materials and components</li> </ul> <p>use finishing techniques, including those from art and design</p> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>talk about their design ideas and what they are making</li> <li>make simple judgements about their products and ideas against design criteria</li> <li>suggest how their products could be improved</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance:</p> <ul style="list-style-type: none"> <li>what products are</li> <li>who products are for</li> <li>what products are for</li> <li>how products work</li> <li>how products are used</li> <li>where products might be used</li> <li>what materials products are made from</li> <li>what they like and dislike about products</li> </ul> <p><b>TECHNICAL KNOWLEDGE: Making Products Work:</b> For instance:</p> <ul style="list-style-type: none"> <li>about the simple working characteristics of materials and components</li> <li>about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>how freestanding structures can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>measure, mark out, cut and shape materials and components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy</li> <li>apply a range of finishing techniques, including those from art and design, with some</li> <li>accuracy</li> </ul> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>identify the strengths and areas for development in their ideas and products</li> <li>consider the views of others, including intended users, to improve their work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>refer to their design criteria as they design and make</li> <li>use their design criteria to evaluate their completed products</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance: Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> <li>how well products have been designed</li> <li>how well products have been made</li> <li>why materials have been chosen</li> <li>what methods of construction have been used</li> <li>how well products work</li> <li>how well products achieve their purposes</li> <li>how well products meet user needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>formulate step-by-step plans as a guide to making</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a wider range of materials and components than KS1, including construction materials</li> <li>and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>accurately measure, mark out, cut and shape materials and components</li> <li>accurately assemble, join and combine materials and components</li> <li>accurately apply a range of finishing techniques, including those from art and design</li> <li>use techniques that involve a number of steps</li> <li>demonstrate resourcefulness when tackling practical problems</li> </ul> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>identify the strengths and areas for development in their ideas and products</li> <li>consider the views of others, including intended users, to improve their work</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> </ul>
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				<ul style="list-style-type: none"> <li>that seasons may affect the food available</li> <li>how food is processed into ingredients that can be eaten or used in cooking</li> </ul> <p><b>COOKING &amp; NUTRITION: Food Preparation, Cooking &amp; Nutrition:</b> For instance: Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically</li> <li>including, where appropriate, the use of a heat source</li> <li>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing,</li> <li>spreading, kneading and baking</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>
Activities	<p><b>Autumn 1: Looking at me</b> These activities will be delivered as whole class inputs or as AD activities during CIL</p> <ol style="list-style-type: none"> <li>Introduction to tools in creative areas</li> <li>Junk modelling- focus on joining using Sellotape and glue</li> <li>Properties of materials linked to- Chair for Baby Bear</li> <li>Making pumpkin soup and writing a ingredient list</li> <li>Taste testing and evaluating bread products</li> </ol> <p><b>Autumn 2: Twinkly Night and Gloomy Nights</b> These activities will be delivered as whole class inputs or as AD activities during CIL</p> <ol style="list-style-type: none"> <li>Junk modelling- joining using staples, treasury tags and split pins</li> </ol>	<ol style="list-style-type: none"> <li>IDEAS- Look at different puppet styles (story characters), types of puppets, investigation of construction of puppets, techniques and materials.</li> <li>FPT- Teaching techniques of cutting, pinning and sewing</li> <li>Making paper patterns to construct puppet parts</li> <li>Sewing material components together</li> <li>Decorating the sewn models</li> <li>Evaluation</li> </ol> <p><b>CC: Hamleys Victoria and Albert Museum Children's Toy Museum Bethnal Green Trip to Gunnersbury Park Museum</b></p>	<ol style="list-style-type: none"> <li>Investigation of packaging, types. Designs and materials</li> <li>FTP- Showing the children how a net of a 3D shape can be made into a packaging model</li> <li>FTP- Explanation of FTP brief (making a box for an Olympic medal)</li> <li>DMA- Designing a sandwich box</li> <li>Making and finishing sandwich box</li> <li>Evaluation</li> </ol> <p><b>CC: Visit Wenzels or a supermarket to investigate different packaging</b></p>	<ol style="list-style-type: none"> <li>IDEAS- Investigating the food eaten in the territory of W Africa that Benin and Nigeria occupies</li> <li>IDEAS- Try out and taste soups and stews for an understanding of taste and flavour combinations</li> <li>FTP- Making a soup being taught to chop, fry and blend ingredients show in IDEAS</li> <li>Designing a Bunny Chow stew using a variety of ingredients tasted and experimented with in IDEAS and FTP</li> <li>DMAS- Making a Bunny Chow stew</li> <li>Evaluating the product using a tasting panel (parents)</li> </ol> <p><b>CC: Supermarket visits- food section-ready made meals across the counter</b></p>

	<ol style="list-style-type: none"> <li>2. Design a diva and choose colours</li> <li>3. Using clay to make a Diva Linked to RE</li> <li>4. Decorate Diva- linked to RE</li> </ol> <p>CC- Parents in to talk about Diwali and explain what a Diva is. Children have the opportunity to taste bread and cook pumpkin soup</p>			
Context (why are we teaching this here & now)	The children start Autumn learning all about themselves. We have chosen to focus on joining skills and food as this is always motivating to children. This unit will be linking to Art, RE and Literacy	The topic fits in with the general story theme that can be found in English narrative story themes. Maths skills involve measurement and will be applied practically. Cycle A provides links with the Toys topic in History and Everyday Materials in science including textiles and their uses.	During this cycle and the last, nets and 3D properties have been explored in maths. The children have made bread in KS1 and will again in this teaching and learning cycle so they will understand that they need to have adequately well- made packaging to ensure the bread doesn't get stale with exposure to air.	This has a cross-curricular link with the topic the 'Benin Kingdom'. The children, in a previous cycle have used cooking skills to make cakes and tea treats so will have weighed (maths topic- measure) and read cooking instructions, been taught cooking hygiene. In PSHE in their Cycle A in 3.4 they will cover being fit and healthy and in the Spring term lead onto 'my Relationship with Food' and 'Healthy Me'.
<b>SPRING TERM</b>				
Unit Title/s	<b>Spring 1: Fantastic Food Spring 2: Once upon a Time</b>	<b>Design A Healthy Sandwich (Bread)</b>	<b>Baked Savoury Snacks (Roman Bread)</b>	<b>Toys Great Britain Forgot</b>
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>Spring 1:</b> <b>EAD (DT)</b> Find out and make decisions about how media and material can be combined and changed</p> <p><b>Spring 2:</b> <b>UW (DT)</b> They know the properties of some materials and can suggest some of the purposes they are used for. They practise safety measures without supervision.</p>	Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from	Cook savoury dishes using a range of cooking techniques	Understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages), understand how key events & individuals in design & technology have helped to shape the world
Skills to be developed	<p><b>SIGNING: Understanding contexts, users and purposes:</b> For instance:</p> <ul style="list-style-type: none"> <li>• constructs with a purpose in mind, using a variety of resources</li> <li>• develop their own ideas through selecting and using materials and work on processes that interest them</li> </ul> <p><b>DESIGNING: Generating, developing,</b></p>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b> For instance:</p> <ul style="list-style-type: none"> <li>• work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local</li> <li>• community, industry and the wider environment</li> </ul>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>• describe the purpose of their products</li> </ul>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> </ul>

	<p><b>modelling and communicating ideas:</b> For instance: talk about the ideas and processes which have lead them to make products</p> <p><b>MAKING: Planning</b> For instance: talks about plans they have made to carry out activities and what they might change if there were to repeat</p> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance:</p> <ul style="list-style-type: none"> <li>• shows understanding of the need for safety when tackling new challenges and considers and manages some risk</li> <li>• shows understanding of how to transport and store equipment safely</li> <li>• practises some appropriate safety measure without direct supervision</li> <li>• selects resources and adapts work where necessary</li> </ul> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>• through their explorations they find out and make decisions about how media and material can be combined and changed</li> <li>• they talk about features of their own and others work, recognising the differences between them and the strengths of others</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance: find out and make decisions about how media and materials can be combined and changed</p> <p><b>TECHNICAL KNOWLEDGE: Making Products Work:</b> For instance:</p> <ul style="list-style-type: none"> <li>• they know the properties of some materials and can suggest some of the purposes they are used for</li> <li>• shows an interest in technological toys with knobs or pulleys</li> </ul>	<ul style="list-style-type: none"> <li>• state what products they are designing and making</li> <li>• say whether their products are for themselves or other users</li> <li>• describe what their products are for</li> <li>• say how their products will work</li> <li>• say how they will make their products suitable for their intended users</li> <li>• use simple design criteria to help develop their ideas</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>• generate ideas by drawing on their own experiences</li> <li>• use knowledge of existing products to help come up with ideas</li> <li>• develop and communicate ideas by talking and drawing</li> <li>• model ideas by exploring materials, components and construction kits and by</li> <li>• making templates and mock-ups</li> <li>• use information and communication technology, where appropriate, to develop</li> <li>• and communicate their ideas</li> </ul> <p><b>MAKING: Planning</b> For instance:</p> <ul style="list-style-type: none"> <li>• plan by suggesting what to do next</li> <li>• select from a range of tools and equipment, explaining their choices</li> <li>• select from a range of materials and components according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• indicate the design features of their products that will appeal to intended users</li> <li>• explain how particular parts of their products work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• gather information about the needs and wants of particular individuals and groups</li> <li>• develop their own design criteria and use these to inform their ideas</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• share and clarify ideas through discussion</li> <li>• model their ideas using prototypes and pattern pieces</li> <li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and</li> <li>• communicate their ideas</li> <li>• use computer-aided design to develop and communicate their ideas</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• generate realistic ideas, focusing on the needs of the user</li> <li>• make design decisions that take account of the availability of resources</li> </ul> <p><b>MAKING: Planning</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• select tools and equipment suitable for the task</li> <li>• explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>• select materials and components suitable for the task</li> <li>• explain their choice of materials and components according to functional properties and</li> </ul>	<ul style="list-style-type: none"> <li>• describe the purpose of their products</li> <li>• indicate the design features of their products that will appeal to intended users</li> <li>• explain how particular parts of their products work</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>• identify the needs, wants, preferences and values of particular individuals and groups</li> <li>• develop a simple design specification to guide their thinking</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• share and clarify ideas through discussion</li> <li>• model their ideas using prototypes and pattern pieces</li> <li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and</li> <li>• communicate their ideas</li> <li>• use computer-aided design to develop and communicate their ideas</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• generate innovative ideas, drawing on research</li> <li>• make design decisions, taking account of constraints such as time, resources and cost</li> </ul> <p><b>MAKING: Planning</b> For instance: Across KS2 pupils should:</p>
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	<ul style="list-style-type: none"> <li>• shows skill in making toys work by pressing parts or lifting flaps</li> </ul> <p><b>COOKING &amp; NUTRITION: Where Food Comes From:</b> For instance:</p> <ul style="list-style-type: none"> <li>• children know the importance of a good healthy diet</li> <li>• children know about and can make healthy choices in relation to healthy eating</li> </ul> <p><b>COOKING &amp; NUTRITION: Food Preparation, Cooking &amp; Nutrition:</b> For instance:</p> <ul style="list-style-type: none"> <li>• eats a healthy range of foodstuffs and understands need for variety in food</li> <li>• can make healthy eating choices</li> </ul>	<p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance:</p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a range of materials and components, including construction materials and kits,</li> <li>• textiles, food ingredients and mechanical components</li> <li>• measure, mark out, cut and shape materials and components</li> <li>• assemble, join and combine materials and components</li> </ul> <p>use finishing techniques, including those from art and design</p> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>• talk about their design ideas and what they are making</li> <li>• make simple judgements about their products and ideas against design criteria</li> <li>• suggest how their products could be improved</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance:</p> <ul style="list-style-type: none"> <li>• what products are</li> <li>• who products are for</li> <li>• what products are for</li> <li>• how products work</li> <li>• how products are used</li> <li>• where products might be used</li> <li>• what materials products are made from</li> <li>• what they like and dislike about products</li> </ul>	<ul style="list-style-type: none"> <li>• aesthetic qualities</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• order the main stages of making</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a wider range of materials and components than KS1, including construction materials</li> <li>• and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• measure, mark out, cut and shape materials and components with some accuracy</li> <li>• assemble, join and combine materials and components with some accuracy</li> <li>• apply a range of finishing techniques, including those from art and design, with some</li> <li>• accuracy</li> </ul> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• identify the strengths and areas for development in their ideas and products</li> <li>• consider the views of others, including intended users, to improve their work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• refer to their design criteria as they design and make</li> <li>• use their design criteria to evaluate their completed products</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance:</p>	<ul style="list-style-type: none"> <li>• select tools and equipment suitable for the task</li> <li>• explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>• select materials and components suitable for the task</li> <li>• explain their choice of materials and components according to functional properties and</li> <li>• aesthetic qualities</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• produce appropriate lists of tools, equipment and materials that they need</li> <li>• formulate step-by-step plans as a guide to making</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• follow procedures for safety and hygiene</li> <li>• use a wider range of materials and components than KS1, including construction materials</li> <li>• and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• accurately measure, mark out, cut and shape materials and components</li> <li>• accurately assemble, join and combine materials and components</li> <li>• accurately apply a range of finishing techniques, including those from art and design</li> <li>• use techniques that involve a number of steps</li> <li>• demonstrate resourcefulness when tackling practical problems</li> </ul>
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		<p><b>TECHNICAL KNOWLEDGE: Making Products Work:</b> For instance:</p> <ul style="list-style-type: none"> <li>• about the simple working characteristics of materials and components</li> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> <li>• how freestanding structures can be made stronger, stiffer and more stable</li> <li>• that a 3-D textiles product can be assembled from two identical fabric shapes</li> <li>• that food ingredients should be combined according to their sensory characteristics</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul> <p><b>COOKING &amp; NUTRITION: Where Food Comes From:</b> For instance:</p> <ul style="list-style-type: none"> <li>• that all food comes from plants or animals</li> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul> <p><b>COOKING &amp; NUTRITION: Food Preparation, Cooking &amp; Nutrition:</b> For instance:</p> <ul style="list-style-type: none"> <li>• how to name and sort foods into the five groups in The eatwell plate</li> <li>• that everyone should eat at least five portions of fruit and vegetables every day</li> <li>• how to prepare simple dishes safely and hygienically, without using a heat source how to use</li> </ul>	<p>Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> </ul> <p>In early KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> <li>• who designed and made the products</li> <li>• where products were designed and made</li> <li>• when products were designed and made</li> <li>• whether products can be recycled or reused</li> </ul> <p><b>EVALUATING: Key Events &amp; Individuals:</b> For instance: Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul> <p><b>TECHNICAL KNOWLEDGE: Making Products Work:</b> For instance: Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• how to use learning from science to help design and make products that work</li> <li>• how to use learning from mathematics to help design and make products that work</li> <li>• that materials have both functional properties and aesthetic qualities</li> </ul>	<p><b>EVALUATING: Own products &amp; Ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>• identify the strengths and areas for development in their ideas and products</li> <li>• consider the views of others, including intended users, to improve their work</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>• critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>• evaluate their ideas and products against their original design specification</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance: Across KS2 pupils should investigate and analyse:</p> <ul style="list-style-type: none"> <li>• how well products have been designed</li> <li>• how well products have been made</li> <li>• why materials have been chosen</li> <li>• what methods of construction have been used</li> <li>• how well products work</li> <li>• how well products achieve their purposes</li> <li>• how well products meet user needs and wants</li> </ul> <p>In late KS2 pupils should also investigate and analyse:</p> <ul style="list-style-type: none"> <li>• how much products cost to make</li> <li>• how innovative products are</li> <li>• how sustainable the materials in products are</li> <li>• what impact products have beyond their intended purpose</li> </ul> <p><b>EVALUATING: Key Events &amp; Individuals:</b></p>
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		<p>techniques such as cutting, peeling and grating</p>	<ul style="list-style-type: none"> <li>• that materials can be combined and mixed to create more useful characteristics</li> <li>• that mechanical and electrical systems have an input, process and output</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul> <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• how mechanical systems such as levers and linkages or pneumatic systems create</li> <li>• movement</li> <li>• how simple electrical circuits and components can be used to create functional products</li> <li>• how to program a computer to control their products</li> <li>• how to make strong, stiff shell structures</li> <li>• that a single fabric shape can be used to make a 3D textiles product</li> <li>• that food ingredients can be fresh, pre-cooked and processed</li> </ul> <p><b>COOKING &amp; NUTRITION: Where Food Comes From:</b></p> <p>For instance:</p> <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens</li> <li>• and cattle) and caught (such as fish) in the UK, Europe and the wider world</li> </ul> <p><b>COOKING &amp; NUTRITION: Food Preparation, Cooking &amp; Nutrition:</b></p> <p>For instance:</p> <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• how to prepare and cook a variety of predominantly savoury dishes safely and hygienically</li> <li>• including, where appropriate, the use of a heat source</li> </ul>	<p>For instance:</p> <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</li> </ul> <p><b>TECHNICAL KNOWLEDGE: Making Products Work:</b></p> <p>For instance:</p> <p>Across KS2 pupils should know:</p> <ul style="list-style-type: none"> <li>• how to use learning from science to help design and make products that work</li> <li>• how to use learning from mathematics to help design and make products that work</li> <li>• that materials have both functional properties and aesthetic qualities</li> <li>• that materials can be combined and mixed to create more useful characteristics</li> <li>• that mechanical and electrical systems have an input, process and output</li> <li>• the correct technical vocabulary for the projects they are undertaking</li> </ul> <p>In late KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>• how mechanical systems such as cams or pulleys or gears create movement</li> <li>• how more complex electrical circuits and components can be used to create functional</li> <li>• products</li> <li>• how to program a computer to monitor changes in the environment and control their</li> <li>• products</li> <li>• how to reinforce and strengthen a 3D framework</li> <li>• that a 3D textiles product can be made from a combination of fabric shapes</li> </ul>
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Activities	<p>Spring 1: Fantastic Food These activities will be delivered as whole class inputs or as AD activities during CIL</p> <ol style="list-style-type: none"> <li>1. Exploring media- collage techniques</li> <li>2. Healthy eating focus- sorting foods</li> <li>3. Stir fry tasting activity- linked to Chinese NY (RE)</li> </ol> <p>Spring 2: Once upon a time These activities will be delivered as whole class inputs or as AD activities during CIL</p> <ol style="list-style-type: none"> <li>1. Combining media- Jack and Beanstalk ( pencils, collage and paint)</li> <li>2. Experiment with different ways of joining materials- glue, sellotape, hole punch and treasury tags and staples</li> <li>3. 3D structures- junk modelling</li> <li>4. 3D structure linked to bridges from Billy Goats Gruff</li> <li>5. Evaluate yours and others work - talk about features of their own and others work, recognising the differences between them and the strengths of others</li> </ol> <p>CC: Visit from parent to talk about Chinese food at new year. Visit from Y5.6 to show children their bridge models</p>	<ol style="list-style-type: none"> <li>1. Finding out about the process of bread production from grain to table</li> <li>2. Bread tasting</li> <li>3. FTP- Teaching the skills to make bread</li> <li>4. DMA- Making the bread</li> <li>5. Evaluation of product</li> </ol> <p>CC: Tesco/ASDA visit Bakery and Wenzels visit/visitors</p>	<ol style="list-style-type: none"> <li>1. Investigating what bread/bread products the Romans would have consumed.</li> <li>2. Investigation of bread types</li> <li>3. IDEAS/DMA- Investigating how the Romans would have made their bread. Design own bread product with a Roman theme</li> <li>4. DMA- Make bread product with Roman theme</li> <li>5. Evaluation of product</li> </ol> <p>CC: Verulamium visit, St Albans The London Museum (Roman section) Pizza Express visits</p>	<ol style="list-style-type: none"> <li>1. IDEAS- Investigate how a model whose mechanism cam works. Investigate the themes behind a cam model- Pirates, Disney cartoons</li> <li>2. FTP- Use cam model making kit to explore how a cam is made of the shape works</li> <li>3. FTP- Show the children cutting skills to cut dowels for cam and other use of reclaimed materials or wood</li> <li>4. &amp; 5- DMA- Making painting and assembling the cam model</li> <li>6. Evaluation of models</li> </ol> <p>CC: V &amp; A Museum Toy Automata Museum- Covent Garden RAF Museum- Hendon Gunpowder Mills Museum (Victorian Topic)</p>

Context (why are we teaching this here & now)	Spring 1 is linked to Food and the Literacy topic. In Spring 2 there is greater focus on 3D structures and joining materials together. This term the children should have increasing independence in designing and making.	The theme is linked with units on healthy living and food (Cycle B 'Healthy Eating') Various activities were also covered in Reception Spring 1 Food Festivals and World Food Tasting. Food based stories and Religious festivals/cultural festivals throughout the year where food is shared and tasted- Purim, Chinese NY and Diwali.	This has a cross-curricular link with the topic of the Romans and explores what they ate or combined with or added to bread. Added links are with healthy eating and nutrition (Cycle B Animals Inc Humans- digestion, teeth and food chains). There is a PSHE link (Being Fit and Healthy) and the topic of bread making has been explored in Y1.2.	Toys have been explored in the Victorian topic when the life of a child from that era was studied. The visit to the Gun Powder Mills allowed the children in the last cycle to touch real cam based models and automata. Measurement in cm and mm will have been taught in maths (measures) and the practical application of these skills to measure and cut wood will strengthen this skill. Cams and moving toys are based upon the 'Forces' science unit of Cycle A Autumn Term which will help with the understanding of how cam mechanisms work.
<b>SUMMER TERM</b>				
Unit Title/s	<b>Summer 1: Superheroes and Me</b> <b>Summer 2: All Creatures Great and Small</b>	<b>Adventure Playgrounds</b>	<b>Drawstring Money Pouches (Roman)</b>	<b>Moving Car</b>
NC Links ELGs (Early Years) Scheme Outcomes	<b>Summer 1: EAD (DT)</b> understands that different media can be combined to create new effects. They transport and store equipment safely  <b>Summer 2: EAD (DT)</b> Show an interest in technological toys with knobs and pulleys. Show skill in making toys work by pressing parts	Explore and evaluate a range of existing products, select from and use a wide range of materials and components including construction materials, design purposeful, functional and appealing products for themselves and other users	Select & use a wider range of tools & equipment to perform practical tasks (shaping, joining & finishing) accurately	Ability to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

<p>Skills to be developed</p>	<p><b>SIGNING: Understanding contexts, users and purposes:</b> For instance:</p> <ul style="list-style-type: none"> <li>constructs with a purpose in mind, using a variety of resources</li> <li>develop their own ideas through selecting and using materials and work on processes that interest them</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance: talk about the ideas and processes which have lead them to make products</p> <p><b>MAKING: Planning</b> For instance: talks about plans they have made to carry out activities and what they might change if there were to repeat</p> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance:</p> <ul style="list-style-type: none"> <li>shows understanding of the need for safety when tackling new challenges and considers and manages some risk</li> <li>shows understanding of how to transport and store equipment safely</li> <li>practises some appropriate safety measure without direct supervision</li> <li>selects resources and adapts work where necessary</li> </ul> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>through their explorations they find out and make decisions about how media and material can be combined and changed</li> <li>they talk about features of their own and others work, recognising the differences between them and the strengths of others</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance:</p>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b> For instance:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local</li> <li>community, industry and the wider environment</li> <li>state what products they are designing and making</li> <li>say whether their products are for themselves or other users</li> <li>describe what their products are for</li> <li>say how their products will work</li> <li>say how they will make their products suitable for their intended users</li> <li>use simple design criteria to help develop their ideas</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>generate ideas by drawing on their own experiences</li> <li>use knowledge of existing products to help come up with ideas</li> <li>develop and communicate ideas by talking and drawing</li> <li>model ideas by exploring materials, components and construction kits and by</li> <li>making templates and mock-ups</li> <li>use information and communication technology, where appropriate, to develop</li> <li>and communicate their ideas</li> </ul> <p><b>MAKING: Planning</b></p>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>share and clarify ideas through discussion</li> <li>model their ideas using prototypes and pattern pieces</li> <li>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and</li> <li>communicate their ideas</li> <li>use computer-aided design to develop and communicate their ideas</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>generate realistic ideas, focusing on the needs of the user</li> <li>make design decisions that take account of the availability of resources</li> </ul> <p><b>MAKING: Planning</b> For instance: Across KS2 pupils should:</p>	<p><b>DESIGNING: Understanding contexts, users and purposes:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</li> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> <li>develop a simple design specification to guide their thinking</li> </ul> <p><b>DESIGNING: Generating, developing, modelling and communicating ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>share and clarify ideas through discussion</li> <li>model their ideas using prototypes and pattern pieces</li> <li>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and</li> <li>communicate their ideas</li> <li>use computer-aided design to develop and communicate their ideas</li> </ul>
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	<p>find out and make decisions about how media and materials can be combined and changed</p> <p><b>TECHNICAL KNOWLEDGE: Making Products Work:</b> For instance:</p> <ul style="list-style-type: none"> <li>they know the properties of some materials and can suggest some of the purposes they are used for</li> <li>shows an interest in technological toys with knobs or pulleys</li> <li>shows skill in making toys work by pressing parts or lifting flaps</li> </ul> <p><b>COOKING &amp; NUTRITION: Where Food Comes From:</b> For instance:</p> <ul style="list-style-type: none"> <li>children know the importance of a good healthy diet</li> <li>children know about and can make healthy choices in relation to healthy eating</li> </ul> <p><b>COOKING &amp; NUTRITION: Food Preparation, Cooking &amp; Nutrition:</b> For instance:</p> <ul style="list-style-type: none"> <li>eats a healthy range of foodstuffs and understands need for variety in food</li> <li>can make healthy eating choices</li> </ul>	<p>instance:</p> <ul style="list-style-type: none"> <li>plan by suggesting what to do next</li> <li>select from a range of tools and equipment, explaining their choices</li> <li>select from a range of materials and components according to their characteristics</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance:</p> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a range of materials and components, including construction materials and kits,</li> <li>textiles, food ingredients and mechanical components</li> <li>measure, mark out, cut and shape materials and components</li> <li>assemble, join and combine materials and components</li> </ul> <p>use finishing techniques, including those from art and design</p> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance:</p> <ul style="list-style-type: none"> <li>talk about their design ideas and what they are making</li> <li>make simple judgements about their products and ideas against design criteria</li> <li>suggest how their products could be improved</li> </ul> <p><b>EVALUATING: Existing Products:</b> For instance:</p> <ul style="list-style-type: none"> <li>what products are</li> <li>who products are for</li> </ul>	<ul style="list-style-type: none"> <li>select tools and equipment suitable for the task</li> <li>explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>select materials and components suitable for the task</li> <li>explain their choice of materials and components according to functional properties and</li> <li>aesthetic qualities</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>order the main stages of making</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a wider range of materials and components than KS1, including construction materials</li> <li>and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>measure, mark out, cut and shape materials and components with some accuracy</li> <li>assemble, join and combine materials and components with some accuracy</li> <li>apply a range of finishing techniques, including those from art and design, with some</li> <li>accuracy</li> </ul> <p><b>EVALUATING: Own products &amp; Ideas:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>identify the strengths and areas for development in their ideas and products</li> </ul>	<p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>generate innovative ideas, drawing on research</li> <li>make design decisions, taking account of constraints such as time, resources and cost</li> </ul> <p><b>MAKING: Planning</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>select tools and equipment suitable for the task</li> <li>explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>select materials and components suitable for the task</li> <li>explain their choice of materials and components according to functional properties and</li> <li>aesthetic qualities</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>produce appropriate lists of tools, equipment and materials that they need</li> <li>formulate step-by-step plans as a guide to making</li> </ul> <p><b>MAKING: Practical Skills &amp; Techniques:</b> For instance: Across KS2 pupils should:</p> <ul style="list-style-type: none"> <li>follow procedures for safety and hygiene</li> <li>use a wider range of materials and components than KS1, including construction materials</li> <li>and kits, textiles, food ingredients, mechanical components and electrical components</li> </ul> <p>In late KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>accurately measure, mark out, cut and shape materials and components</li> </ul>
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<p>Activities</p>	<p>Summer 1: Superheroes and me</p> <p>These activities will be delivered as whole class inputs or as AD activities during CIL</p> <ol style="list-style-type: none"> <li>1. Printing with vegetables and paint.</li> <li>2. 3D Collage to make super vegetable</li> <li>3. Design their own superhero drawing with pencils or painting</li> <li>4. Paper Mache and balloons to make 3D planets</li> </ol> <p>Summer 2: All creatures great and small</p> <p>These activities will be delivered as whole class inputs or as AD activities during CIL</p> <ol style="list-style-type: none"> <li>1. Design your own animal shelter junk modelling</li> <li>2. Junk model to make your own animal shelter</li> <li>3. Cutting and sticking focus for collaborative under the sea scene</li> <li>4. Writing instructions to make a sandwich</li> <li>5. Evaluating sandwiches</li> </ol>	<ol style="list-style-type: none"> <li>1. IDEAS- Investigation of what can be found in an adventure playground (school playground) and types of activities that can be done there</li> <li>2. FTP- Showing children how to make the base</li> <li>3. FTP- Children show how to model to scale</li> <li>4. FTP- Children show how to model to scale</li> <li>5. Evaluation of models</li> </ol> <p>CC: Visit local playgrounds Cassiobury Park visit</p>	<ol style="list-style-type: none"> <li>1. IDEAS- Looking at the different kinds of money containers discussing their effectiveness. Research designs of Roman drawstring pouches and leather based pouches and containers and they were made of</li> <li>2. FTP- Learn sewing techniques that can be applied to this project using binker practice sheets</li> <li>3. DMA- Plan the design and work out the process that helps the making of the product</li> <li>4. &amp; 5 DMA- Make Roman money container</li> <li>6. Evaluate product</li> </ol> <p>CC: London Museum (Roman artefacts section) British Museum (Roman section)</p>	<ol style="list-style-type: none"> <li>1. IDEAS- Investigating wheel and axel mechanisms</li> <li>2. FTP: Build and experiment with wheels and axels to allow their vehicles to move</li> <li>3. DESIGN- what will work best and consider how they will 'fuel' it e.g. a balloon</li> <li>4. &amp; 5. Creating and decorating their cars</li> <li>5. Evaluation of model</li> </ol>
<p>Context (why are we teaching this here &amp; now)</p>	<p>Links in with Literacy and Art topics covered. Reception food tasting topics RE/ PHSE links.</p>	<p>In outdoor activity, (following on from Reception CIL) the children safely explore adventure activities on our apparatus (hall/outside) knowing how to modify the risks, looking at construction, safety features and design. Here in this unit they apply this knowledge to designing their own adventure playgrounds.</p>	<p>The drawstring pouches are a cross-curricular link with the history topic 'The Romans'. The application of measuring skills will in a practical way strengthen the teaching from maths (measures). The children have previously encountered the skills needed in this topic in the 'Puppets' topic (Cycle A Y1.2) where they will have cut, shaped and joined their finished product.</p>	<p>This topic allows a practical application of forces and movement which links to science.</p>
<p>Other opportunities for cultural capital</p>	<p>CIL activities based around children's interests and include designing stations.</p> <p>Links to Forest School - Den building, stick people and making tools.</p>	<p>Playground designer to visit school</p> <p>Puppeteer/theatre assistant to visit and talk to the children about puppets (how they are made and used)</p>		

GEOGRAPHY	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	Look at me	Finding My Way	Water/Rivers	Mapping the Local Area (Danelaw)
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>UW 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.</p> <p><b>Twinkly nights and Gloomy nights</b></p> <p><b>UW 30-50</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.</p>	Name and locate the 7 continents and 5 oceans, use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans, use simple compass directions (N, S, E & W) and locational and directional language (near, far, left & right) to describe the location of features and routes on a map	Describe and understand key aspects of the water cycle and rivers	Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the UK and wider world
Skills to be developed	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Know about the similarities and differences in relation to places, objects, materials and living things</li> <li>Comments and questions about the world and place where they live. Shows care and concern for the environment</li> <li>Talks about the things people do in the local environment to care for their environment</li> </ul> <p><b>Map skills</b> understands prepositions such as under, on top and behind</p> <p><b>Fieldwork skills</b> talk about features of own environment and how they might vary</p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</li> </ul>

				<p>build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Children to explore the classroom environment and talk about their favourite areas</li> <li>Explore the whole school and talk about things that they see</li> <li>Use Ipads to take photos of things around their school</li> <li>Explore different types of houses and describe them (Mindmap)</li> <li>Draw things they see on the way to school</li> <li>Making a basic map</li> </ol>	<ol style="list-style-type: none"> <li>Children to create mind map of What is Geography and add to through unit- key vocabulary introduced</li> <li>Compass directions- North, South, East and West. Plan a route based on local area</li> <li>Fieldwork lesson- Use compass directions around school environment</li> <li>Atlas hunt- finding information</li> <li>Identify areas of land and ocean on map, naming continents and oceans</li> <li>Locate and label the five oceans and seven continents of the world</li> </ol>	<ol style="list-style-type: none"> <li>Prior learning and research</li> <li>Water cycles</li> <li>Storyboard 'Walter the water droplet' linked to Literacy</li> <li>How are rivers used- positive and negatives</li> <li>Use an atlas to name and locate rivers of the UK</li> <li>Research facts and information about famous rivers</li> <li>Design and produce poster on facts, information about a river</li> </ol>	<ol style="list-style-type: none"> <li>Locate countries on map- Europe, North and South America. Find continents on map (NOT SURE HOW LINKS??)</li> <li>Use OS maps to identify places within the local area. Identify where the countries are in relation to the UK</li> <li>Use 4 and 6 figure grid references to expand knowledge of the local area and the UK</li> <li>Locating physical and human features of North America and Europe</li> <li>Use 4-6 grid references to plan a route of interest</li> <li>Look at map view and satellite views. To show how land use and maps have changed over time</li> </ol>
Context (why are we teaching this here & now)	The children are exploring their new surroundings including their school and journey to school. Children will develop an understanding of the immediate environment and caring for other living things.	This is an introductory topic to children particularly year 1 who will have not had geography as a distinct subject and will allow Year 2 children to re-cap on learning. The learning is based on introducing basic map and compass skills.	This is to build upon the work children have undertaken in KS1 based on weather systems.	To fit in with other topics studied including scale in Maths. It allows children to locate other topics we study across the curriculum e.g Benin (last half term) and Mexico (later on in the year). We also study this at a similar time we learn about Charles Darwin's voyage to South America, allow to consolidate learning and plot his journey on a map.

SPRING TERM				
Unit Title/s	<b>Spring 1: Fantastic Food Food around the world</b>	<b>The Inuit People</b>	<b>Around the World in Half a Term</b>	<b>Climate Zones</b>
NC Links ELGs (Early Years) Scheme Outcomes	<b>UW 40-60</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another	Understand geographical similarities and differences through studying human and physical geography of Northwood and a small area in a contrasting non-European country (Iqaluit in Northern Canada), use basic geographical vocabulary to refer to human and physical features	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Describe and understand key aspects of climate zones, biomes and vegetation belts
	<b>Spring 2: Once upon a Time Materials and structures</b>			
	<b>UW 40-60</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another			
Skills to be developed	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Know about the similarities and differences in relation to places, objects, materials and living things</li> <li>Comments and questions about the world and place where they live. Shows care and concern for the environment</li> <li>Talks about the things people do in the local environment to care for their environment</li> </ul> <p><b>Fieldwork skills</b></p> <ul style="list-style-type: none"> <li>writes things such as captions and labels</li> <li>children create representations of events, people and objects</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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 zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries,</li> <li>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 zones (including day and night)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts,</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

		Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	region within North or South America <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	
Activities	<ol style="list-style-type: none"> <li>Looking at countries on a globe</li> <li>Naming countries of the people in our class</li> <li>Looking at the countries food comes from</li> <li>Handas Surprise (Africa)</li> <li>The runaway wok (China)</li> </ol>	<ol style="list-style-type: none"> <li>Locate arctic on map. Discuss differences/ similarities between Iqaluit and UK</li> <li>Introduction to physical features. Sort physical features and compare to Northwood</li> <li>Introduction to human features. Sort human features and compare to Northwood</li> <li>Understand how Inuit people lived. Explain why Inuit people choose particular food and clothes</li> <li>Name animals that live in the arctic. Identify features of the arctic animals and how they have adapted to the Arctic</li> <li>To compare contrasting locations - Northwood and Iqaluit</li> </ol>	<ol style="list-style-type: none"> <li>Locate the equator and continents on the map</li> <li>To understand how the Arctic and Antarctica are similar and different.</li> <li>Understand the climate in Costa Rica. Role play on climates</li> <li>Research on given country using primary and secondary sources- link to history</li> <li>To produce a fact file based on a researched country- linked to Literacy. This will last 2 lessons</li> </ol>	<ol style="list-style-type: none"> <li>Identify lines of longitude and latitude including the equator, prime meridian and international date line and climate zones. Find locations using co-ordinates</li> <li>Identifying the climate zones of the world and their usual weather patterns</li> <li>To understand what a biome is and to identify key biomes around the World.</li> <li>To understand similarities / differences between biomes. Research to find out more facts. Learn how biomes have adapted</li> <li>To use Google earth and satellite photos to research information about environmental issues</li> <li>To understand the issues affecting the environment and biomes today- Linked to literacy with a persuasive letter</li> </ol>
Context (why are we teaching this here & now)	The children will be exploring different countries and thinking about the wider world this builds on Autumn learning on their immediate environment.	The children are now building on local knowledge and beginning to compare and contrast Northwood with the Iqaluit.	This is to build on children's map and globe skills. The learning then goes on to include climates and equators. Children will also compare and contrast areas.	Weather Station – computing; maths – angles and using a protractor; English persuasive texts  Link climate zones to previous learning in Y4- Rainforests Uses atlas skills gained in Autumn term

SUMMER TERM				
Unit Title/s	Summer 1: Superheroes and Me Healthy Life Growth	The British Isles & Coasts	Comparing Regions (Herts/Rome)	South America – Mexico
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>'Superworm'</b> <b>UW ELG</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas, devise a simple map and use and construct basic symbols in a key, use basic geographical vocabulary to refer to human and physical features</p>	<p>Use fieldwork to measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in South America, the Prime/Greenwich Meridian and time zones (including day and night),</p>
	<p><b>Summer 2: All creatures great and small</b> <b>Farm</b> <b>Under the sea</b> <b>Jungle and Rainforest</b> <b>Lifecycles</b></p>			
	<p><b>'The mixed up Chameleon'</b> <b>'Rumble in the Jungle'</b> <b>'Giraffes can't Dance'</b> <b>'Walking through the Jungle'</b> <b>'Old Macdonald'</b> <b>UW EXCEEDING 14</b> Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in</p>			
Skills to be developed	<p><b>Understanding of the world</b> They talk about how humans impact on the environment in both positive and negative ways. They describe how to care for their environment</p> <p><b>Fieldwork skills</b> Talk about features of own environment and how they might vary</p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</li> </ul>

		<p>vegetation, season and weather</p> <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p>of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Sorting animals by habitats</li> <li>Oceans- pollution</li> <li>Sorting rubbish into recycling</li> <li>Jungles- What are they like?</li> <li>Comparing jungles to where we live</li> </ol>	<ol style="list-style-type: none"> <li>Locate the 4 UK countries and capitals of the UK. Use map to name the seas of the UK</li> <li>Research activity on laptop to learn about countries in UK</li> <li>Label features of a seaside using the key words. Sort these features into human/physical features</li> <li>Create a simple map. Include human and physical features on map</li> <li>Create a key for map to show different features.</li> </ol>	<ol style="list-style-type: none"> <li>To find human and physical features by using old maps of Northwood</li> <li>Use google maps to locate Northwood. Discuss settlements around our area</li> <li>Fieldwork- Walk through local area finding human and physical features</li> <li>Explore maps and symbols on ordnance survey maps</li> <li>Design, label and draw own island using map symbols- will take 2 lessons</li> <li>Create an information leaflet based on Northwood- linked with Literacy</li> </ol>	<ol style="list-style-type: none"> <li>To identify the human features of Central and South America – population. Complete a population density map</li> <li>Identify the main rivers mountain ranges and Amazon basin. Look for deserts and grass plains. Explain why Amazon basin so important</li> <li>Describe the lifestyle of the Lacandon people and explain what subsistence farming is and why the Lacandon people have to live this way. Compare the life of the Lacandon people with that of the people in Taxco ( Will take 2 lessons)</li> <li>To use google earth and satellite photos to research information about environmental issues within Mexico</li> <li>Issues affecting biomes. Chn to start to write a persuasive letter bringing the problem to the</li> </ol>

				attention of the government and to make suggestions as to what could be done- will take 2 lesson linked to Literacy.
Context (why are we teaching this here & now)	The children will be starting to compare different locations in preparation to KS1. Children can now start to explore more complex issues such as ocean pollution.	Children are further developing map skills from the Autumn topic and are now starting to focus on the wider UK.	Children are building upon local geography that they have covered in KS1. There is now greater focus on using maps at a more advanced level using symbols and key ordinance maps confidently	Uses map skills from Autumn Term Links with history topic - Mayans
Other opportunities for Cultural Capital	Potential ideas: Farm visit Recycling centre Reptile visit- Leo family		Potential ideas:  History-Links with looking at local history.	Potential ideas:  Weather Station – computing; maths – angles and using a protractor; English persuasive texts

HISTORY	Reception	Year 1/2	Year 3/4	Year 5/6
<b>AUTUMN TERM</b>				
Unit Title/s	<b>Autumn 1: Look at Me</b>	<b>Toys &amp; Games (Family History)</b>	<b>Stone to Bronze to Iron</b>	<b>The Benin Empire</b>
NC Links ELGs (Early Years) Scheme Outcomes	<b>UW ELG (Hist)</b> Remembers and talks about significant experiences in their own experience	Changes within living memory	Late Neolithic hunter gatherers and early farmers, Bronze Age religion, technology and travel, iron age hill forts, tribal kingdoms, farming, art and culture	Benin (West Africa) c. AD 900-1300 A non-European society that provides contrasts with British history
	<b>Autumn 2: Twinkly Lights and Gloomy Nights</b>			
	<b>UW ELG (Hist)</b> Recognises and describes special times or events for family  <b>CL (Hist)</b> Use a range of vocabulary to add information, express ideas or justify action and events  <b>CL (Hist)</b> Re-tell a simple past event in correct order			
Skills to be developed	<p><b>Chronological Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members</li> <li>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Answer how and why questions about their experiences</li> </ul> <p><b>Significance of Events and People:</b></p> <ul style="list-style-type: none"> <li>Describe some actions which people in their own community do</li> </ul> <p><b>Historical Terms:</b></p>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present</li> <li>Use common words and phrases relating to the passing of time</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Understand some ways we find out about the past</li> <li>Explore events and look at pictures and objects from the past</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and</li> </ul>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Use a timeline to place historical events in chronological order</li> <li>Order and describe dates of significant events from the period studied</li> <li>Use terms related to the period</li> <li>Describe the main changes in a period in history</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask questions and find answers about the past</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Use documents, printed sources, the Internet, pictures, photographs, music, artefacts,</li> </ul>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Relate current studies to previous studies</li> <li>Use relevant dates and terms when discussing periods of time</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Investigate own lines of enquiry by posing questions to answer</li> <li>Choose reliable sources of evidence to answer questions</li> <li>Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past</li> </ul>

	<ul style="list-style-type: none"> <li>Use past, present and future forms when talking about events that have happened or are to happen in the future</li> </ul>	<p>artefacts to find out about the past</p> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms</li> </ul> <p><b>Organisation &amp; Communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (e.g. then and now)</li> <li>Communicate ideas through speaking, drama, drawing and writing (e.g. reports, labelling, simple recount)</li> </ul>	<p>visits to museums or galleries to collect evidence about the past</p> <ul style="list-style-type: none"> <li>Select and organise relevant historical information</li> </ul> <p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events</li> <li>Find out about everyday lives of people in time studied and compare with our life today</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Look at different versions of the same event in history and identify differences</li> <li>Know that people in the past represent events or ideas in a way that persuades others</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms when learning about periods of time</li> </ul> <p><b>Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations and changes</li> </ul> <p><b>Organisation &amp; Communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT</li> </ul>	<p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Find out about and describe everyday lives of people in time studied and compare with our life today</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Give reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Independently use appropriate historical terms related to the periods studied in a range of genres</li> </ul> <p><b>Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations and changes</li> <li>Examine causes and results of great events and the impact on people</li> </ul> <p><b>Organisation &amp; Communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT</li> </ul>
<p>Activities</p>	<ol style="list-style-type: none"> <li>Read "Once There Were Giants" by Martin Waddell. Use the language associated with time: then, before, now, next, soon</li> <li>Sequence the story and talk about the changes that take place over time- the baby turning into the giant (adult)</li> <li>Role play the story using props to show changes over time</li> <li>Read "A Chair for Baby Bear" by Kaye Umansky &amp; Chris Fisher</li> </ol>	<ol style="list-style-type: none"> <li>Describe their favourite toy at home</li> <li>Create questions to find out about toys in the past</li> <li>Look at a range of photographs and compare toys from the past with the present</li> <li>Sort old and new toys and explain why they think some toys are old</li> </ol>	<ol style="list-style-type: none"> <li>Ask questions to find out about the Stone Age. Use secondary sources to make notes about where they came from and where they lived</li> <li>Write and design a menu based on the foods researched from The Stone Age</li> <li>Complete a research quiz about Skara Brae in mixed ability pairs</li> <li>Draw and compare houses throughout The Stone Age</li> </ol>	<ol style="list-style-type: none"> <li>Use evidence and key vocabulary to make notes about the Benin Empire</li> <li>Describe and compare aspects of Benin religion with the modern day</li> <li>Research information about Benin daily life using iPads/laptops</li> <li>Use research to present a poster detailing different areas of Benin life</li> <li>Study an artefact and annotate a picture of it as if it was a display in a museum</li> </ol>

	<p>5. Talk about the baby chair. Use this as a starting point to explore other ways the children have changed since they were babies</p> <p>6. Ask the children to order pictures from a baby to an elderly person</p> <p>CC: Family visit from parents/grandparents to discuss their jobs</p> <p>CC: Ongoing home corner and baby clinic role play areas in the classroom linked to topics</p>	<p>5. Look at a range of sources (photos/videos) to research what Victorian toys are like</p> <p>6. Compare the differences between Victorian toys and modern toys</p> <p>7. Play the 'Toy Changes' board game to discuss how toys have changed over time</p> <p>CC: Trip to Gunnersbury Park Museum (Victorian toys workshop)</p>	<p>5. Plan a diary entry based on the life of a child in The Stone Age</p> <p>6. Write a postcard about their experience of visiting Stone Henge</p> <p>7. Design and create an informative poster/leaflet about The Stone Age</p>	<p>6. Comprehension to explain why the Benin Empire was successful, why it ended and the British Empire's impact</p> <p>CC: African drumming day (Children learn about traditions from Western Africa)</p>
Context (why are we teaching this here & now)	Taught in Autumn term as the history learning is linked to their overall topic 'Look at me'. Children discuss their families and traditions and are introduced to the language and concept of time.	The topic is suitable for Autumn Term as it is more accessible for younger children and is linked to toys at Christmas. The topic is also enhanced through the DT topic (Puppets) and through an English unit (Christmas at the Toy Museum).	The topic is taught in Autumn term as it is more suited to the beginning of the year. Children are to begin independently using a range of sources to find out historical information and use this to present their findings.	There is a strong cross-curricular link with the Autumn DT topic (Traditional African food). Children build upon their historical skills so far in the Autumn term to make connections and comparisons and evaluate the impact on society today.
<b>SPRING TERM</b>				
Unit Title/s	<b>Spring 1: Fantastic Food</b>	<b>Communication Through the Ages (William Caxton to Sir Tim Berners-Lee)</b>	<b>Roman Invasion (impact on Britain)</b>	<b>Battle of Britain (Turning Point in British History)</b>
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>UW ELG (Hist)</b> Children talk about past and present events in their own lives and of family</p> <p><b>CL (Hist)</b> They use past and future forms when talking about events that have happened or are to happen</p> <p><b>CL (Hist)</b> Develop own narratives and explanations connecting ideas</p>	Significant historical events and people in the locality	Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius ad conquest including Hadrian's Wall, British resistance, Romanisation of Britain	A study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066, changes in an aspect of social history from Anglo-Saxons to the present, the legacy of Greek/Roman culture on later periods in British history, a significant turning point in British history

	<p style="text-align: center;"><b>Spring 2: Once upon a Time</b></p> <p><b>UW ELG (Hist)</b> Shows interest in the lives of people who are familiar to them</p> <p><b>CL (Hist)</b> Recount experiences and imagine possibilities often connecting ideas They develop their own narratives and explanations by connecting ideas or events</p>			
<p>Skills to be developed</p>	<p><b>Chronological Knowledge &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members</li> <li>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Answer how and why questions about their experiences</li> </ul> <p><b>Significance of Events and People:</b></p> <ul style="list-style-type: none"> <li>Describe some actions which people in their own community do</li> </ul> <p><b>Interpretations of History:</b></p> <ul style="list-style-type: none"> <li>Recount experiences and imagine possibilities, often connecting ideas</li> </ul> <p><b>Historical Terms:</b></p> <ul style="list-style-type: none"> <li>Use past, present and future forms when talking about events that have happened or are to happen in the future</li> </ul> <p><b>Organisation &amp; Communication:</b></p> <ul style="list-style-type: none"> <li>Develop own narratives and explanations by connecting ideas or events</li> </ul>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present</li> <li>Use common words and phrases relating to the passing of time</li> <li>Sequence events or objects in chronological order</li> <li>Use a timeline to place important events</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Understand some ways we find out about the past</li> <li>Explore events and look at pictures and objects from the past</li> </ul> <p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Recall facts about significant people or events before living memory</li> <li>Recount the main events from a significant event in history</li> <li>Talk about who was important e.g. in a simple historical account</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and</li> </ul>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Order and describe dates of significant events from the period studied</li> <li>Use terms related to the period</li> <li>Describe the main changes in a period in history</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask questions and find answers about the past</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past</li> <li>Select and organise relevant historical information</li> </ul> <p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events</li> <li>Find out about everyday lives of people in time studied and compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Study change through the lives of significant individuals</li> </ul> <p><b>Interpretations of History</b></p>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Relate current studies to previous studies</li> <li>Use relevant dates and terms when discussing periods of time</li> <li>Make comparisons and connections between times in history</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Investigate own lines of enquiry by posing questions to answer</li> <li>Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past</li> </ul> <p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events in periods studied</li> <li>Find out about and describe everyday lives of people in time studied and compare with our life today</li> <li>Describe how historical events and significant people affect or influence life today</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda,</li> </ul>

		<p>artefacts to find out about the past</p> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms</li> </ul> <p><b>Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul> <p><b>Organisation &amp; Communication</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups (e.g. then and now)</li> <li>Use timelines to order events or place significant people</li> <li>Communicate ideas through speaking, drama, drawing and writing (e.g. reports, labelling, simple recount)</li> </ul>	<ul style="list-style-type: none"> <li>Look at different versions of the same event in history and identify differences</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms when learning about periods of time</li> </ul> <p><b>Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations and changes</li> </ul> <p><b>Organisation &amp; Communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT</li> </ul>	<p>opinion or misinformation and that this affects interpretations of history</p> <ul style="list-style-type: none"> <li>Give reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Independently use appropriate historical terms related to the periods studied in a range of genres</li> </ul> <p><b>Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations and changes</li> <li>Examine causes and results of great events and the impact on people</li> </ul> <p><b>Organisation &amp; Communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT</li> </ul>
<p>Activities</p>	<ol style="list-style-type: none"> <li>Sort clothes into group according to seasons</li> <li>Name the seasons and identify a key characteristic associated with each season</li> <li>Talk about why we need to wear different clothes at different times of the day/year</li> <li>Daily routine flashcards – focusing on sequencing</li> <li>“What’s the time Mr Wolf?” - Using language of time</li> </ol> <p>CC: CIL area in classroom to explore language of time with clocks and sequencing cards</p>	<ol style="list-style-type: none"> <li>Introduction to ‘communication’ by looking at a range of different ways of communicating in the past</li> <li>Order pictures of communication into a timeline</li> <li>Research William Caxton and discuss findings</li> <li>Write names in Morse Code &amp; write a telegram to a family member or friend</li> <li>Make and explore an Acoustic Telephone</li> <li>Learn about Tim Berners Lee and discuss why he was significant</li> </ol>	<ol style="list-style-type: none"> <li>Locate countries invaded by the Romans on a map and explain what happened to land ownership</li> <li>Use a mind map to explain why the Romans tried to invade Britain</li> <li>Create an informative biography leaflet about Boudicca</li> <li>Match social classes of the Ancient Roman society with descriptions</li> <li>Fact file about the role of a Roman soldier</li> <li>Write a letter home in role as a Roman soldier</li> <li>Identify links between the Romans and today and describe what the Romans brought to England</li> </ol>	<ol style="list-style-type: none"> <li>Use historical evidence to create a timeline of World War Two</li> <li>Compare different fighter planes in World War Two</li> <li>3&amp;4. Research information about a pilot during the Battle of Britain using a range of sources</li> <li>Identify and compare ways of staying safe in the Blitz</li> <li>Evaluate the reliability of historical sources – Winston Churchill’s VE day speech</li> </ol>

Context (why are we teaching this here & now)	In the Spring term, there is a strong cross-curricular link to their Geography topic. Much of the learning can be linked through cross-curricular activities and in this term, the children are more able to use and apply the language of time learned so far.	The topic is linked to their Art topic which focuses on printing/the printing press. The children are able to build upon their learning in the Autumn term to independently construct a timeline and begin to understand the impact of significant people in history.	The topic is taught in the Spring term as the children are now more able to independently use a range of sources to find out information and evidence. They are also more able to offer their own opinions on significant people and events in the past. The topic is also enhanced through the DT topic (Roman bread).	The topic is taught in the Spring term as the children begin to question the reliability of historical sources, building upon their skills at looking at evidence in the Autumn term.
<b>SUMMER TERM</b>				
Unit Title/s	<b>Summer 1: Superheroes and Me</b>	<b>Titanic</b>	<b>Local Roman History (St Albans)</b>	<b>Non European Society – Mayan Civilization (c. AD900) &amp; The Aztecs</b>
NC Links ELGs (Early Years) Scheme Outcomes	<b>UW ELG (Hist)</b> Children know the difference between past and present events and some reasons why people's lives were different in the past	Events Beyond Living Memory that are significant nationally	A study over time tracing how several aspects of national history are reflected in the locality, the legacy of Roman culture (art, architecture etc) on later periods of British history	A non-European society that provides contrasts with British history, the achievements of the earliest civilizations
	<b>Summer 2: All creatures great and small</b>			
	<b>UW ELG (Hist)</b> Answer how and why questions about their experiences			

<p>Skills to be developed</p>	<p><b>Chronological Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members</li> <li>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</li> </ul> <p><b>Historical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Answer how and why questions about their experiences</li> </ul> <p><b>Significance of Events and People:</b></p> <ul style="list-style-type: none"> <li>Describe some actions which people in their own community do</li> </ul> <p><b>Interpretations of History:</b></p> <ul style="list-style-type: none"> <li>Recount experiences and imagine possibilities, often connecting ideas</li> </ul> <p><b>Historical Terms:</b></p> <ul style="list-style-type: none"> <li>Use past, present and future forms when talking about events that have happened or are to happen in the future</li> </ul> <p><b>Cause &amp; Consequence:</b></p> <ul style="list-style-type: none"> <li>Use a range of vocabulary to add information, express ideas or to explain or justify actions or events</li> </ul> <p><b>Organisation &amp; Communication:</b></p> <ul style="list-style-type: none"> <li>Develop own narratives and explanations by connecting ideas or events</li> </ul>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Understand and use the words past and present</li> <li>Use common words and phrases relating to the passing of time</li> <li>Sequence events or objects in chronological order</li> <li>Use a timeline to place important events</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Understand some ways we find out about the past</li> <li>Explore events and look at pictures and objects from the past</li> <li>Use a wide range of information to answer questions</li> </ul> <p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Recall facts about significant people or events before living memory</li> <li>Recount the main events from a significant event in history</li> <li>Talk about who was important e.g. in a simple historical account</li> <li>Say why people may have acted the way they did</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past</li> </ul>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Use a timeline to place historical events in chronological order</li> <li>Order and describe dates of significant events from the period studied</li> <li>Use terms related to the period</li> <li>Describe the main changes in a period in history</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Ask questions and find answers about the past</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past</li> <li>Select and organise relevant historical information</li> </ul> <p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events</li> <li>Find out about everyday lives of people in time studied and compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Study change through the lives of significant individuals</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Look at different versions of the same event in history and identify differences</li> <li>Know that people in the past represent events or ideas in a way that persuades others</li> <li>Look and discuss the available evidence</li> </ul>	<p><b>Chronological Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Relate current studies to previous studies</li> <li>Use relevant dates and terms when discussing periods of time</li> <li>Make comparisons and connections between times in history</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Investigate own lines of enquiry by posing questions to answer</li> <li>Choose reliable sources of evidence to answer questions</li> <li>Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past</li> </ul> <p><b>Significance of Events &amp; People</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events in periods studied</li> <li>Find out about and describe everyday lives of people in time studied and compare with our life today</li> <li>Describe how historical events and significant people affect or influence life today</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history</li> <li>Give reasons why there may be different accounts of history, linking this to factual understanding of the past</li> <li>Evaluate evidence to choose the most reliable forms</li> </ul>
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Activities	<ol style="list-style-type: none"> <li>Talk about celebrations and events you celebrate- create this into a timeline</li> <li>Identify artefacts (objects) associated with the events that they enjoy celebrating</li> <li>Share the festivals/celebrations that the children enjoy at home – some of which will not form part of the setting's calendar</li> <li>Explore artefacts associated with different celebrations</li> <li>Sort images/artefacts associated with different festivals</li> <li>Read "Starting School" by Janet and Alan Alhberg to the children. Ask the children to think about what the children in the story did in their first day at school</li> <li>Birthdays</li> </ol> <p>CC: CIL area in classroom to explore a range of artefacts from the past linked to RE festivals</p>	<ol style="list-style-type: none"> <li>Research and learn about the event of the Titanic</li> <li>Research and learn about the event of the Titanic</li> <li>3&amp;4. Write about the event of the Titanic explaining what happened and why</li> <li>Look at photographs of first class and third class cabins and discuss features</li> <li>Describe and compare first and third-class cabins</li> </ol>	<ol style="list-style-type: none"> <li>Research, draw and write facts about St Alban and his significance</li> <li>Draw an aqueduct and explain why the Romans built them and their impact</li> <li>Plan and build an effective and reliable aqueduct</li> <li>Compare what life was like for men and women in St Albans</li> <li>Study Roman Mosaics</li> <li>Study and research Roman artefacts</li> </ol> <p>CC: Trip to the St Albans Verulamium</p>	<ol style="list-style-type: none"> <li>Place the Mayans on a timeline</li> <li>Research and explain where the Mayan culture began and grew</li> <li>Use fact files to research and explain what life was like as a Mayan King or Queen</li> <li>In groups, research an area of the daily life of a Mayan and present back to the class</li> <li>5&amp;6. Explain the importance of belief and gods in Mayan society</li> </ol> <p>CC: Mayan school visit (Children take part in a variety of Mayan activities)</p>

Context (why are we teaching this here & now)	The topic is closely linked to RE, comparing celebrations and events. In the Summer term, the children are more able to place these on a timeline as they have a more secure understanding of time, ready to build upon in KS1.	In the Summer Term, children are more able to use research collected as a class to present findings (e.g. in an informative piece of writing about the Titanic), ready for lower KS2. They are also more able to begin understanding what happened as a result of the event and its impact.	The History topic is taught in the Summer term as the children are more able to begin researching a topic to answer their own questions independently. The topic is enhanced through the DT topic (making drawstring Roman money pouches).	The topic is taught in the Summer term as the children are able to build upon their learning to look at and evaluate a wide range of secondary sources and make comparisons and connections between times in history.
Other opportunities for cultural capital	<ul style="list-style-type: none"> <li>• Historical assemblies about historic times or important people through history.</li> <li>• Stories read to children about important people in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Historical assemblies about historic times or important people through history.</li> <li>• Stories read to children about important people in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Historical assemblies about historic times or important people through history.</li> <li>• During Guided Reading or English sessions, important historical figures studied and used as the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Historical assemblies about historic times or important people through history.</li> <li>• During Guided Reading or English sessions, important historical figures studied and used as the topic.</li> </ul>

MUSIC	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	<b>ME!</b>	<b>Hey you! – How pulse, rhythm and pitch work together</b>	<b>Let your spirit fly – dynamics</b>	<b>Living on a prayer – tempo and dynamics</b>
NC Links ELGs Scheme Outcomes	<p>ELGs:</p> <ul style="list-style-type: none"> <li>EAD-Exploring using media and materials 30-50 months</li> <li>EAD- Being imaginative 30-50 months</li> </ul>	<p>N/C Link:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p>Scheme Outcomes: children will be engaged with the scheme Charanga and will introduced to the musical elements of pulse, rhythm and pitch.</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p>Scheme Outcomes: children have developed their knowledge of dynamics and be more familiar with RnB music. They will improvise to the music.</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p>Scheme Outcomes: children have developed their knowledge and understanding of tempo and dynamics, specially focusing on rock music by a range of artists. Children will improvise and perform.</p>
Skills to be developed	<ul style="list-style-type: none"> <li>Enjoy joining in with dancing and ring games.</li> <li>Sing a few familiar songs.</li> <li>Begins to move rhythmically</li> <li>Imitates movement in response to music.</li> <li>Tap out simple repeated rhythms</li> </ul>	<ul style="list-style-type: none"> <li>Sing a melody accurately at their own pitch</li> <li>Identify different sound sources</li> <li>Identify the pulse and join in getting faster and slower together</li> </ul>	<ul style="list-style-type: none"> <li>Explore and perform different types of accompaniment</li> <li>Recognise rhythmic patterns</li> <li>Create music that describes contrasting moods/emotions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to have an awareness of improvisation with the voice</li> <li>Identify phrases that could be used as an introduction, interlude and ending</li> <li>Listen to longer pieces of music and identify features</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore and learn how sounds can be changed</li> <li>• Developing preferences for forms of expression.</li> <li>• Uses movements to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sing to themselves and make up simple songs.</li> <li>• Make up rhythms Imitate and create movement in response to music.</li> <li>• Develop a repertoire of actions by putting a sequence of movements together.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name classroom instruments</li> </ul>		<ul style="list-style-type: none"> <li>• Subdivide the pulse while keeping to a steady beat</li> <li>• Comment on how sounds are used to create different moods</li> <li>• Perform using a notation as a support</li> <li>• Present performances effectively</li> <li>• Show an awareness of audiences, venue and occasion</li> </ul>
Activities	<p>Children will learn the words and actions to:</p> <ol style="list-style-type: none"> <li>1. Pat-a-cake</li> <li>2. 1,2,3,4,5, Once I caught a fish alive</li> <li>3. This old man</li> <li>4. Five little ducks</li> <li>5. Name song</li> <li>6. Things for fingers</li> </ol>	<p>Children listen and appraise a range of songs in the same style as the core piece (old school hip-hop). They learn to sing and rap the song and participate in vocal warm up games. Play notes in time on the glockenspiels.</p>	<p>Children listen and appraise a range of songs in the RnB genre and experiment with dynamics when learning to play improvise to the song. Children work in groups to create performances and feedback to others on what makes a successful musical performance.</p>	<p>Children listen and appraise a range of rock songs. Children learn song lyrics, melodies, and experiment with tempo/dynamics when improvising, and composing music in the style of Livin' on a Prayer by Bon Jovi.</p>
Context (why are we teaching this here & now)	<p>The purpose of this first unit is for children to listen and respond to a different style of music each week, use their voices and classroom instruments to make noise. These are the foundations of the Charanga Music Scheme that is used across the whole school. Children sing and perform familiar songs to build their love and confidence in music.</p>	<p>All music is based on the foundations of pulse, rhythm and pitch so this unit introduces these musical elements.</p> <p><b>The skills taught in this unit can be applied to the Harvest Festival at the end of Autumn 1.</b></p>	<p>Working in a group is useful at the beginning of the year to form good teamwork amongst peers.</p> <p><b>The performance skills taught in this unit can be applied to the Harvest Festival at the end of Autumn 1.</b></p>	<p>Rock music is well known and easily recognised and therefore is perfect to study in Autumn Term to introduce children to improvising and developing their vocal and instrumental confidence. The lyrics are easy to remember and the music can be played along to easily. Tempo and dynamics are clearly displayed across different rock songs and can be discussed easily.</p> <p><b>The skills taught in this unit can be</b></p>

				applied to the Harvest Festival at the end of Autumn 1.
<b>AUTUMN TERM 2</b>				
Unit Title/s	<b>My stories</b>	<b>Rhythm in the way we walk and the banana rap – pulse, rhythm and pitch, rapping, dancing and singing.</b>	<b>Glockenspiel Stage 1 - dynamics</b>	<b>Jazz 1 – tempo and dynamics</b>
NC Links ELGs Scheme Outcomes	<p>ELGs:</p> <ul style="list-style-type: none"> <li>EAD-Exploring using media and materials 30-50 months</li> <li>EAD- Being imaginative 30-50 months</li> </ul>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p>Scheme Outcomes: children will practise using their voices rhythmically and apply this to their Christmas Performance.</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>use and understand staff and other musical notations</li> </ul> <p>Scheme Outcomes: Children will become more confident playing instruments using notations and will improvise using the notes D E F.</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul> <p>Scheme Outcomes: children are familiar with jazz music and can identify what makes jazz music, with a focus on tempo and dynamics. Children will be able to improvise along with jazz music as this is a common feature of live performer.</p>
Skills to be developed	<ul style="list-style-type: none"> <li>Begin to build a repertoire of songs and dances.</li> <li>Explore the different sounds of instruments.</li> <li>Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with a sense of awareness of pulse and control of rhythm</li> <li>Responds physically when performing music</li> <li>Accompanying a chant or song by clapping the pulse</li> <li>Perform together and follow instructions that</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate instruments</li> <li>Explore different melodic patterns</li> <li>Identify melodic phrases</li> <li>Make their own symbols for notation</li> <li>Make their own symbols for notation as part of a class score</li> </ul>	<ul style="list-style-type: none"> <li>Internalise short melodies and play these on pitched percussion (by ear)</li> <li>Improvise rhythm patterns</li> <li>Perform an independent part keeping to a steady beat</li> <li>Select different melodic patterns</li> <li>Identify melodic phrases and play them by ear</li> </ul>

	<ul style="list-style-type: none"> <li>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>	combine the musical element		<ul style="list-style-type: none"> <li>Improve their work through analysis evaluation and comparison. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment</li> </ul>
Activities	<p>Children will learn to sing and perform:</p> <ol style="list-style-type: none"> <li>I'm a little Teapot</li> <li>The Grand Old Duke of York</li> <li>Ring O' Roses</li> <li>Hickory Dickory Dock</li> <li>Not Too Difficult</li> <li>The ABC Song</li> </ol>	Children listen and appraise a range of songs. Children learn the song experiment with their voices singing/rapping in different rhythms. Children also march and dance to the music.	Children will learn basic notes on the glockenspiel while maintaining a pulse. They will improvise using the notes D E F. They will use a variety of tuned and untuned instruments to demonstrate dynamics.	Children listen and appraise a range of jazz songs. Children learn melodies and experiment with tempo/dynamics when improvising, and composing jazz music. Children will need to use a range of instruments to create music in the style of jazz.
Context (why are we teaching this here & now)	<p>Now children are more confident from Autumn 1, they will begin to perform the nursery rhymes learnt in this unit. <b>This is important as EYFS have their Christmas Performance during this unit.</b></p>	<p><b>This unit develops the children's understanding of pulse, rhythm and pitch (introduced in Autumn 1) and adds in the elements of singing and dancing. Children can apply these skills in their Christmas Play Performance, where singing and dancing in time is needed.</b></p>	<p>Learning the notes is a logical stepping stone from improvising in Autumn 1. Children complete this unit in Autumn Term as their knowledge on notation and composition will help them in every unit to come in Key Stage 2. Children also focus on developing their skills on the glockenspiel, as this is a basic tuned instrument the children can play easily. This instrument is also used throughout Key Stage 2. <b>The skills taught in this unit can be applied to the Key Stage Two Christmas Carol Concert.</b></p>	<p>Jazz is a genre of music the children are least likely to be exposed to. It is therefore to expose them to a range of live/recorded jazz. Focusing on the musical elements of tempo and dynamics is crucial as children have a based knowledge on these from the previous unit. <b>These performance skills taught in this unit can be applied to the Key Stage Two Christmas Carol Concert.</b></p>
<b>SPRING TERM</b>				
Unit Title/s	<b>Everyone</b>	<b>In the groove – different styles of music</b>	<b>Three Little Birds- tempo and timbre</b>	<b>Make you feel my love- pop ballads – structure and timbre</b>
NC Links ELGs Scheme Outcomes	<p>ELGs:</p> <ul style="list-style-type: none"> <li>EAD- Exploring using media and materials (40-60 months)</li> <li>EAD- Being imaginative (40-60 months)</li> </ul>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</li> </ul>

		<ul style="list-style-type: none"> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p>Scheme Outcomes: children will be more aware of different genres of music. Children will begin to improvise along to a rock song.</p>	<ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> </ul> <p>Scheme Outcomes: children will be aware of reggae music and develop their improvisation skills.</p>	<p>accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p>Scheme Outcomes: children will be aware of pop ballads and discuss how music can express feelings.</p>
Skills to be developed	<ul style="list-style-type: none"> <li>• Begin to build a repertoire of songs and dances.</li> <li>• Explore the different sounds of instruments.</li> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how different sounds can give a message</li> <li>• Accompany a chant song by clapping the rhythm</li> <li>• Respond physically when appraising music, identify well-defined musical features</li> <li>• Follow pitch movements with their hands and use high low and middle voices</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with awareness of pulse and rhythm</li> <li>• Understand how mouth shapes can affect voice sounds</li> <li>• Demonstrate the ability to recognise the use of structure and expressive elements through dance</li> <li>• Identify and recall rhythmic and melodic patterns</li> <li>• Explore the way that performers are a musical resource</li> </ul>	<ul style="list-style-type: none"> <li>• Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics</li> <li>• Sing songs with increasing control of breathing, posture and sound projection</li> <li>• Analyse how sounds are used to create different moods</li> <li>• Identify different starting points for composing music</li> <li>• Sing songs using notation of their own</li> </ul>
Activities:	<p>Children learn to sing and perform (while experimenting with instruments):</p> <ol style="list-style-type: none"> <li>1. Wind the Bobbin Up</li> <li>2. Rock-a-bye Baby</li> <li>3. Five little Monkeys jumping on the bed</li> <li>4. Twinkle Twinkle</li> <li>5. If you're happy and you know it</li> </ol>	<p>Children listen and appraise the main song in different genres (Blues, Latin, Folk, Funk, Baroque and Bhangra). They compare the similarities and differences with another song from that genre. Children learn song lyrics and melodies of the main piece in different genres.</p>	<p>Children listen and appraise a range of songs and continue to develop their skills on the glockenspiels by playing parts of the music using notations and improvisations. They will begin composing their own music.</p>	<p>Children listen and appraise a range of pop ballads and develop their singing skills by learning to sing the song. They use this to begin writing their own compositions.</p>

	6. Head, shoulders, knees and toes.			
Context (why are we teaching this here & now)	Now children are more confident and familiar with performing nursery rhymes, they can now consider instruments as part of their performance. Improvisation is a key music skill that is used in each key stage and therefore introducing the concept in EYFS will benefit children in their future music lessons	In Autumn Term, children were introduced to the musical elements of Pulse, Rhythm and Pitch. This unit introduces the children to different genres where they can discuss the differences in pulse and rhythm. These different genres of music link to history, geography, <b>other countries and cultures.</b>	In Autumn 2, the children were introduced to glockenspiels and musical notations. This unit allows them to build on this knowledge and begin composing from their improvisations.	The exposure to composition is a precursor to writing their own song in the summer term. Developing children's singing skills exclusively helps some of the children who are attending <b>Young Voices and Rickmansworth Music Festival.</b>
<b>SPRING TERM 2</b>				
Unit Title/s	<b>Our world</b>	<b>Round and round</b>	<b>The dragon song – structure and texture</b>	<b>The Fresh Prince of Bel Air - Structure and timbre</b>
NC Links ELGs Scheme Outcomes	<p>ELGs:</p> <ul style="list-style-type: none"> <li>• Exploring and using media and materials (ELG)</li> <li>• Being imaginative (ELG)</li> </ul>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p>Scheme Outcomes: children will understand the musical element of dynamics and become more aware of how to use their voices when</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul> <p>Scheme Outcomes: children will understand the musical elements of structure and texture and learn about music from around the world.</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul> <p>Scheme Outcomes: Children will become aware of old school hip hop</p>

		performing the singing of this song.		and be aware of the effect of different sounds.
Skills to be developed	<ul style="list-style-type: none"> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> <li>• Children sing songs, make music and dance, and experiment with ways of changing them</li> </ul>	<ul style="list-style-type: none"> <li>• Identify long and short sounds in music</li> <li>• Recognise phrase length and know when to breathe</li> <li>• Change sounds to reflect different stimuli</li> <li>• Contribute to the creation of a class contribution</li> <li>• Play and sing a notated phrase</li> <li>• Perform and be part of an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to sing with control of pitch</li> <li>• Sing with awareness of pulse and rhythm</li> <li>• Identify ways of sounds are used to accompany a song</li> <li>• Perform in different ways and in different situations</li> <li>• Create textures by combining sounds in different ways</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Perform with an awareness of different parts</li> <li>• Plan and perform a movement sequence showing contrasts in speed/level and direction</li> <li>• Identify repeated patterns used in a variety of music(ostinato)</li> <li>• Explore, select and combine a variety of different sounds to compose a soundscape</li> </ul>
Activities	Children learn and perform (while experimenting with instruments): <ol style="list-style-type: none"> <li>1. Old Macdonald</li> <li>2. Incy Wincy Spider</li> <li>3. Baa Baa Black Sheep</li> <li>4. Row, Row, Row your boat</li> <li>5. The wheels on the bus</li> <li>6. The Hokey Cokey</li> </ol>	Children listen and appraise a range of songs. Children learn song lyrics and practice singing the song after warming up their voices. Children work as a team creating a performance and perform to their peers.	Children listen and appraise a range of pieces from around the world. They will discuss the differences in music and celebrate this. They will improvise using the notes G A B.	Children listen and appraise a range of old school hip hop songs. Create movements which accompany the song. Children learn song lyrics, melodies, and experiment with notation when improvising.
Context (why are we teaching this here & now)	Now children are more confident and familiar with performing nursery rhymes, they can now consider instruments as part of their performance. Improvisation is a key music skill that is used in each key stage and therefore introducing the concept in EYFS will benefit children in their future music lessons.		This unit links in with the Celebrating difference unit in PSHE.	The movement work in this unit prepares them for the dancing required in the year 5.6 production in the summer term.
<b>SUMMER TERM</b>				
Unit Title/s	<b>Big, Bear Funk</b>	<b>Your imagination</b>	<b>Bringing us together (notation and pulse)</b>	<b>Dancing in the street - texture and notation</b>

<p>NC Links ELGs Scheme Outcomes</p>	<p>ELGs:</p> <ul style="list-style-type: none"> <li>• Exploring and using media and materials (ELG)</li> <li>• Being imaginative (ELG)</li> </ul>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p>Scheme Outcomes: children will understand the musical element of tempo and will be more familiar with different songs from films. Children will be introduced to notation to play the pieces on the instruments.</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul> <p>Scheme Outcomes: children will have an understanding of disco music and continue talking about the messages that can be taught through songs.</p>	<p>NC Links:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music</li> </ul> <p>Scheme Outcomes: Children will be more aware of motown music, discussing the historical implications of this movement.</p>
<p>Skills to be developed</p>	<ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Create long and short sounds using classroom instruments</li> <li>• Perform long and short sounds in response to symbols</li> <li>• Create and choose sounds in response to a given stimulus</li> <li>• Play untuned instruments with control</li> <li>• Play instruments in different ways</li> <li>• Play and sing a phrase from dot notation</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how music can reflect different intentions</li> <li>• Create an accompaniment to a known song</li> <li>• Select instruments to describe visual images</li> <li>• Create sequences of movements in response to sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs using staff notation</li> <li>• Sing and perform using instruments using staff notations as support</li> <li>• Use a range of stimuli and develop musical ideas into a completed composition</li> <li>• Play accompaniments with control and accuracy</li> <li>• Identify different moods and textures</li> <li>• Sing a round two parts and identify the melodic phrases and how they fit together</li> </ul>

		<ul style="list-style-type: none"> <li>Respond physically when composing music</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and explore different combinations of pitch sounds</li> </ul>
Activities:	Children now move onto listening and discussing a new songs they have not heard before – Big Bear Funk'. Children are asked if they like the music and what they can hear. The children learn to perform the song lyrics and actions.	Children listen and appraise a range of songs from films. Children learn song lyrics and melodies and experiment with playing these on instruments using notation to help them.	Discuss the meanings of friendship, unity and hope through the songs. Learn to sing the song and improvise using the notes C and sometimes A. Use a variety of instruments to produce music.	Children will listen and appraise a range of motown songs. They will learn about the history of this genre and discuss texture and learn to sing the song using notations.
Context (why are we teaching this here & now)	As children have built their confidence learning and performing songs they are familiar with, Summer Term is now the time to introduce an unknown song. This is because this is more like the structure of lessons they will take part in when they join year 1.		This unit focussing on friendship is important at this point in the school year. This unit continues from Spring 1 where children used music to celebrate difference and be kind to each other.	
<b>SUMMER TERM 2</b>				
Unit Title/s	<b>Reflect, Rewind, Replay</b>	<b>Reflect, Rewind, Replay</b>	<b>Reflect, Rewind, Replay</b>	<b>Reflect, Rewind, Replay</b>
NC Links ELGs Scheme Outcomes	ELGs: <ul style="list-style-type: none"> <li>Exploring using media and materials (Exceeding)</li> <li>Being imaginative (Exceeding)</li> </ul>	NC Links: <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> Scheme Outcomes: children will understand the musical element of texture and will be	NC Links: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>use and understand staff and other musical notations</li> </ul> Scheme Outcomes: children will understand the musical element of tempo and timbre and will be more familiar with classical music. They will revisit their favourite songs from the year and apply all	NC Links: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul> Scheme Outcomes: children will understand the musical element of structure and timbre in another

		more familiar with classical music. Children will begin to compose along with a piece of classical music, with a focus on their notations.	their musical knowledge together for a performance.	context and will be more familiar with classical music. Children will compose a piece of classical music, with a focus on recording their notations. Children will have the opportunity to record using ICT.
Skills to be developed	<ul style="list-style-type: none"> <li>Children develop their own ideas through selecting and using materials and working on processes that interest them.</li> <li>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</li> <li>Children talk about the ideas and processes that have led them to make music, designs, images or products.</li> <li>They can talk about features of their own and others' work, recognising the differences between them and the strengths of others</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions that combine the musical element</li> <li>Recognise the need for performance and audiences</li> <li>Change sounds to reflect different stimuli</li> <li>Create sound effects</li> <li>Create and choose sounds in response to a given stimulus</li> <li>Identify different groups of instruments</li> </ul>	<ul style="list-style-type: none"> <li>Explore and choose different movements to describe</li> <li>Perform a repeated pattern to use a steady pulse</li> <li>Record their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>Create different effects using combinations of pitched sounds</li> <li>Use ICT to change and manipulate sounds</li> <li>Create descriptive music in pairs or small groups</li> <li>Apply basic compositional ideas to create dance phrases with a partner and in a small group</li> </ul>
Activities:	Children listen to well-known classical pieces that they might have heard in adverts/on TV (including William Tell Overture by Rossini). Children then decide on a song they wish to revisit from the year and perform this as a class.	Children listen and appraise a range of classical music songs. They will be exposed to different instruments and will use these to experiment with different sounds. They will revisit a song from a previous unit and perform it.	Children listen and appraise a range of classical music songs. They will watch videos where composer discuss their starting points for composition. Children will draw upon their learning this academic year to compose along with classical music, ensuring it is different to other compositions they have created this year.	Children listen and appraise a range of classical music songs. They will watch videos where a composer discusses their starting points for composition and their life as a composer. Children will draw upon their learning this academic year to compose a piece of classical music that can be used in the Year 6 Leavers Assembly, ensuring it is fit for purpose and recorded on ICT using Audacity.
Context (why are we teaching this here & now)	Children are doing two things in this unit: listening and appraising classical pieces and revisiting a known song from the academic year. The classical	Classical music is the most abstract to KS1 children and they can only study this music after developing a base	This unit draws all of the learning of musical elements and different genres together. This unit can only be completed once all others	Children will be creating music for their leavers assembly, reflecting on everything they have learnt this year through studying different

	<p>appraisal is important, as this is music they are not familiar with and they will study this in all future key stages. Then, children revisit a song because this build confidence for year 1 and reminds children how much musical progress they have made this academic year.</p>	<p>knowledge of the musical elements studied this year. This unit draws all of the learning of musical elements and different genres together.</p>	<p>have been taught. This unit is designed for children to compare work and reflect on their learning from the year.</p>	<p>genres and focusing on different musical elements.</p>
<p>Other opporinities for cultural capital</p>		<p>Christmas Performance Harvest Festival Weekly Singing Assembly</p>	<p>Orchestra Christmas Concert Harvest Festival Weekly Singing Assembly</p>	<p>Orchestra Christmas Carol Concert Harvest Festival Weekly Singing Assembly Young Voices Rickmansworth Music Festival Year 6 Leavers Assembly Year 5.6 Production</p>

PE	Reception	Year 1/2	Year 3/4	Year 5/6
<b>AUTUMN TERM OUTDOORS</b>				
Unit Title/s		<b>Multi-Skills</b>	<b>Nimble Nets</b>	<b>Nimble Nets</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Shows increasing control over pushing, patting, throwing, catching and kicking. Can catch a large ball	N/C Link: Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.  Scheme Outcomes: They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situation.	NC Links: They should enjoy communicating, collaborating and competing with each other. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Engage in competitive sports and activities.  Scheme Outcomes: Children will be well versed in attacking, defending and throwing and catching in the context of netball.	NC Links: They should enjoy communicating, collaborating and competing with each other. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Engage in competitive sports and activities.  Scheme Outcomes: Children will be well versed in attacking, defending, throwing, catching and develop tactics that will help them competitively.
Skills to be developed	<ul style="list-style-type: none"> <li>• Throwing with two hands</li> <li>• Catching a large ball with two hands</li> <li>• Push equipment</li> <li>• Kick a large ball</li> </ul>	<ul style="list-style-type: none"> <li>• Can travel in a variety of ways including running and jumping</li> <li>• Beginning to perform a range of throws</li> <li>• Receives a ball with basic control</li> <li>• Beginning to develop hand-eye coordination</li> <li>• Participates in simple games</li> <li>• Confident to send the ball to others in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Understands tactics and composition by starting to vary how they respond</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Beginning to communicate with others during game situations</li> <li>• Develops own rules for new games.</li> <li>• Makes imaginative pathways using equipment</li> <li>• Works well in a group to develop various games</li> <li>• Beginning to understand how to compete with each other in a controlled manner</li> <li>• Beginning to select resources independently to carry out different skills</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Uses skills with co-ordination, control and fluency</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition</li> <li>• Can create their own games using knowledge and skills</li> <li>• Can make suggestions as to what resources can be used to differentiate a game</li> <li>• Apply basic skills for attacking and defending</li> <li>• Uses running, jumping, throwing and catching in isolation and combination</li> </ul>
Activities	Children play a range of social interaction, basic rule games that use balls and a variety of equipment. Children will throw and catch in these games.	Children play a range of games that develop balance, throwing, catching and agility skills while gaining an understanding of rules in active games.	Children practice the range of skills above that would help them in game play. Children begin playing competitive games.	Children practice the range of skills above that would help them in game play. Children begin playing competitive games using tactics on passing and player placement.

Context (why are we teaching this here & now)	Children in EYFS start by developing fundamental ball skills that will help them play with other children and develop gross and fine motor skills as well as hand-eye co-ordination. These skills will help with sports they want to play in the future. This unit will be revised at the end of the academic year to ensure they are prepared for Sports Day.	These skills are needed in all sports games and PE units in the next three terms. They can develop skills at the beginning of Autumn Term to apply and build upon for the whole of KS1.	In year 3 and 4, children are invited to Netball Club which runs in the Autumn Term. Exposing children to the skills required may encourage them to join and begin to represent their school from Year 5 competitively.	Year 5 and 6 are entered into a Netball league in Autumn Term and matches begin after October Half Term. Allowing children to develop their skills on top of Netball Club ensures all children are able to develop skills which would make them more confident and competent to play competitively.
<b>AUTUMN TERM INDOORS</b>				
Unit Title/s		<b>Bootcamp</b>	<b>Bootcamp</b>	<b>Bootcamp</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Shows increasing control over pushing, patting, throwing, catching and kicking. Can catch a large ball.	NC Links They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.  Scheme Outcomes: Children will improve their fitness over 6 weeks.	NC Links: It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils should lead healthy, active lives and be physically active for sustained periods of time. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: Children will improve their fitness and technique over 6 weeks.	NC Links: It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils should lead healthy, active lives and be physically active for sustained periods of time. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: Children will improve their fitness and technique over 6 weeks and be able to monitor and compare performance.
Skills to be developed	<ul style="list-style-type: none"> <li>• Throwing with two hands</li> <li>• Catching a large ball with two hands</li> <li>• Push equipment</li> <li>• Kick a large ball</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> <li>• Understands the need to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> <li>• Understands the need to warm up and cool down</li> </ul>
Activities	Children play a range of social interaction, basic rule games that use balls and a variety of equipment. Children will throw and catch in these games.	Children complete a circuit of 6 exercises per week.	Children use warm ups, cool down and an exercise circuit to improve their fitness.	Children use/create warm ups, cool downs and an exercise circuit to improve their fitness.
Context (why are we teaching this here & now)	Children in EYFS start by developing fundamental ball skills that will help them play with other children and develop gross and fine motor skills as well as hand-eye co-ordination. These skills will help with sports they want to play in the future. This unit will be revised at the end of the academic year to ensure they are prepared for Sports Day.	It is important that children have a base level of fitness, which can be improved upon when this unit is revisited throughout the year. Fitness enables them to develop other PE skills. In addition to this, we revisit the unit in each term as some children are not exposed to exercise outside of school. This	Year 3 and 4 children are now able to join more sports based clubs at school and a good base level of fitness will ensure they enjoy and get the most out of the clubs. It is important that children have a base level of fitness which can be improved upon when this unit is revisited throughout the year. Fitness	As children are beginning to compete with local schools, they need to improve their fitness as matches can last up to 30 minutes. It is important that children have a base level of fitness which can be improved upon when this unit is revisited throughout the year. Fitness enables them to develop other PE skills. In addition to this, we revisit the

		way, children are exercising more frequently. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.	enables them to develop other PE skills. In addition to this, we revisit the unit in each term as some children are not exposed to exercise outside of school. This way, children are exercising more frequently. <b>As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.</b>	unit in each term as some children are not exposed to exercise outside of school. This way, children are exercising more frequently. <b>As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.</b>
<b>AUTUMN TERM 2 OUTDOORS</b>				
Unit Title/s		<b>Attacking and Defending</b>	<b>Attacking and Defending</b>	<b>Attacking and Defending</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Travels with confidence and skill under, over and through balance and climbing equipment	N/C Link: Develop balance, agility coordination and begin to apply these in a range of activities.  Scheme Outcome: Children will improve their agility while starting to think about opponents in games.	NC Links: All pupils should develop competence to excel in a broad range of physical activities and play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  Scheme Outcomes: Children will take part in competitive games and apply basic attacking and defending skills.	NC Links: All pupils should develop competence to excel in a broad range of physical activities and play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  Scheme Outcomes: Children will take part in competitive games and apply attacking and defending skills, thinking about tactics.
Skills to be developed	<ul style="list-style-type: none"> <li>• Climbs over equipment using hands, feet and knees</li> <li>• Climbs under equipment using hands, feet and knees.</li> <li>• Can balance on two feet and one foot.</li> </ul>	<ul style="list-style-type: none"> <li>• Can travel in a variety of ways including running and jumping</li> <li>• Beginning to perform a range of throws</li> <li>• Receives a ball with basic control</li> <li>• Beginning to develop hand-eye coordination</li> <li>• Participates in simple games</li> <li>• Confident to send the ball to others in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Understands tactics and composition by starting to vary how they respond</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Beginning to communicate with others during game situations</li> <li>• Develops own rules for new games.</li> <li>• Makes imaginative pathways using equipment</li> <li>• Works well in a group to develop various games</li> <li>• Beginning to understand how to compete with each other in a controlled manner</li> <li>• Beginning to select resources independently to carry out different skills</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Uses skills with co-ordination, control and fluency</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition</li> <li>• Can create their own games using knowledge and skills</li> <li>• Can make suggestions as to what resources can be used to differentiate a game</li> <li>• Apply basic skills for attacking and defending</li> <li>• Uses running, jumping, throwing and catching in isolation and combination</li> </ul>

Activities	Children play a variety of obstacle course games where they have to climb in and out of equipment and try to improve over the unit of work. Begin to introduce the feature of competition, very subtly.	Children will play a range of games where 2 teams are competing and begin to think about their opponent while developing the above skills. Games can include a range of equipment.	Children will be creating their own games based on attacking and defending skills using a range of equipment.	Children will be creating their own games based on attacking and defending skills using a range of equipment. Children will begin to think of tactics. Children can use a range of equipment.
Context (why are we teaching this here & now)	Children need to develop their balance skills in order to progress in gymnastics, dance and a variety of sports when they reach Key Stage 1. Focusing on travelling skills will also help children to play games with friends and progress in all kinds of sports. The next unit of work is Hop, Skip, Jump! Which requires balance and travelling skills. These skills and activities ensure they are prepared for <b>Sports Day</b> .	Attacking and defending is a unit designed to improve children's running, balance, agility and co-ordination skills. These skills need to be developed before a gymnastics unit and in addition to multi-skills as they assist all sports that children will eventually compete in. It allows children to apply skills in a range of activities.	This unit precedes Invaders in the Summer Term. This unit allows children to develop skills needed when playing Tag Rugby.	This unit precedes Invaders in the Summer Term. This unit allows children to develop skills needed when playing Tag Rugby. Teaching these skills discreetly will impact positively other PE units.
<b>AUTUMN TERM 2 INDOORS</b>				
Unit Title/s		<b>Story Time Dance</b>	<b>Fitness Frenzy</b>	<b>Fitness Frenzy</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Travels with confidence and skill under, over and through balance and climbing equipment	NC Links: Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. Perform dances using simple movement patterns. Develop balance, agility coordination and begin to apply these in a range of activities.  Scheme Outcomes: Children will comment on their own dances in the style of ball-room dancing.	NC Links It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils should lead healthy, active lives and be physically active for sustained periods of time. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: Children will further improve their fitness and technique over 6 weeks.	NC Links It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils should lead healthy, active lives and be physically active for sustained periods of time. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: Children will further improve their fitness and technique over 6 weeks and be able to monitor and compare performance.
Skills to be developed	<ul style="list-style-type: none"> <li>• Climbs over equipment using hands, feet and knees</li> <li>• Climbs under equipment using hands, feet and knees.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle</li> </ul>

	<ul style="list-style-type: none"> <li>Can balance on two feet and one foot.</li> </ul>		<ul style="list-style-type: none"> <li>Understands the need to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Understands the need to warm up and cool down</li> </ul>
Activities	Children play a variety of obstacle course games where they have to climb in and out of equipment and try to improve over the unit of work. Begin to introduce the feature of competition, very subtly.	Children create and perform a dance in the style of ballroom.	Children use warm ups, cool down and an exercise circuit to improve their fitness.	Children use/create warm ups, cool downs and an exercise circuit to improve their fitness.
Context (why are we teaching this here & now)	Children need to develop their balance skills in order to progress in gymnastics, dance and a variety of sports when they reach Key Stage 1. Focusing on travelling skills will also help children to play games with friends and progress in all kinds of sports. The next unit of work is Hop, Skip, Jump! Which requires balance and travelling skills. These skills and activities ensure they are prepared for <b>Sports Day</b> .	Year 1.2 complete a dance unit in the second part of Autumn Term as it coincides with Christmas play practice and teaches children dance skills they can transfer and apply in their play. Some of skills learnt in dance are transferable to gymnastic skills.	Year 3 and 4 children are now able to join more sports based clubs at school and a good base level of fitness will ensure they enjoy and get the most out of the clubs. It is important that children have a base level of fitness which can be improved upon when this unit is revisited throughout the year. Fitness enables them to develop other PE skills. In addition to this, we revisit the unit in each term as some children are not exposed to exercise outside of school. This way, children are exercising more frequently. <b>As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.</b>	As children are beginning to compete with local schools, they need to improve their fitness as matches can last up to 30 minutes. It is important that children have a base level of fitness which can be improved upon when this unit is revisited throughout the year. Fitness enables them to develop other PE skills. In addition to this, we revisit the unit in each term as some children are not exposed to exercise outside of school. This way, children are exercising more frequently. <b>As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.</b>
<b>SPRING TERM OUTDOORS</b>				
Unit Title/s		<b>Skip to the Beat</b>	<b>Orienteering</b>	<b>Orienteering</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Jumps off an object and lands appropriately. Children can hop confidently and skip in time to music.	NC Links: Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.	Pupils should take part in outdoor and adventurous activity challenges both individually and within a team and they should enjoy communicating, collaborating and competing with each other.  Scheme Outcomes: children will become more confident with outdoor adventure activities.	Pupils should take part in outdoor and adventurous activity challenges both individually and within a team and they should enjoy communicating, collaborating and competing with each other.  Scheme Outcomes: children will become more confident with outdoor adventure activities and interpreting simple maps.

		Scheme Outcomes: children will become more confident at skipping.		
Skills to be developed	<ul style="list-style-type: none"> <li>Bends knees when landing from a jump.</li> <li>Hop on both legs</li> <li>Progress from a hop to a skip</li> <li>Travel with a skip</li> </ul>	<ul style="list-style-type: none"> <li>Comment on their own performance</li> <li>Use a technique that allows children to run and skip simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity that challenges both themselves individually and in a team.</li> <li>Evaluate and recognise their own success</li> <li>Work as an inclusive team</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity that challenges both themselves individually and in a team and develops their decision making skills under a timed task.</li> <li>Work as an inclusive team</li> </ul>
Activities:	Children take part in obstacle races where they have to jump off and climb up onto equipment, hop and skip between stations. Children aim to improve throughout the unit of work.	Children play a range of games that involve skipping, including competitive races.	Children to play a range of games based on simple map reading.	Children to play a range of games based on map reading and navigation.
Context (why are we teaching this here & now)	Children will develop their balance and travelling skills by focusing on hopping, skipping and jumping. These skills will help children to progress in many sports when they come to take part in Key Stage 1 and 2. These skills and activities ensure they are prepared for Sports Day.	Skipping is a skill that services other sports because it develops co-ordination and balance. It is taught in Spring Term because it is a further development from Multi-Skills (Autumn 1) and will help the children when completing Athletics (Summer Term). Starting a jump from two feet precedes jumping in athletics.	Children will be applying their map reading and navigating skills from Geography in Autumn Term.	Children will be applying their map reading and navigating skills from Geography in Autumn Term.
<b>SPRING TERM INDOORS</b>				
Unit Title/s		<b>Groovy Gymnastics</b>	<b>Gym Sequences</b>	<b>Gym Sequences</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Jumps off an object and lands appropriately. Children can hop confidently and skip in time to music.	NC Links: Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Develop balance, agility coordination and begin to	NC Links: Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] and compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: Children will develop flexibility, balance and evaluations skills.	NC Links: Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] and compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: Children will develop flexibility, balance, control and evaluations skills.

		<p>apply these in a range of activities.</p> <p>Scheme Outcomes: children will develop flexibility and evaluation skills.</p>		
Skills to be developed	<ul style="list-style-type: none"> <li>• Bends knees when landing from a jump.</li> <li>• Hop on both legs</li> <li>• Progress from a hop to a skip</li> <li>• Travel with a skip</li> </ul>	<ul style="list-style-type: none"> <li>• Copies and explores basic movements with some control and coordination</li> <li>• Can perform different body shapes</li> <li>• Performs at different levels</li> <li>• Can perform 2 footed jump</li> <li>• Can use equipment safely</li> <li>• Balances with some control</li> </ul>	<ul style="list-style-type: none"> <li>• Applies compositional ideas independently and with others to create a sequence</li> <li>• Copies, explores and remembers a variety of movements and uses these to create their own sequence</li> <li>• Describes their own work using simple gym vocabulary</li> <li>• Beginning to notice similarities and differences between sequences</li> <li>• Uses turns whilst travelling in a variety of ways</li> <li>• Beginning to show flexibility in movements</li> <li>• Beginning to develop good technique when travelling, balancing, using equipment etc</li> </ul>	<ul style="list-style-type: none"> <li>• Select and combine their skills, techniques and ideas</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Links skills with control, technique, co-ordination and fluency</li> <li>• Understands composition by performing more complex sequences</li> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</li> </ul>
Activities	Children take part in obstacle races where they have to jump off and climb up onto equipment, hop and skip between stations. Children aim to improve throughout the unit of work.	Pupils perform and hold a range of gymnastic moves with control.	Pupils develop balance moves to create own sequences using balances, canon, unison and counterbalances.	Pupils develop balance moves to create own sequence focusing on transitions, asymmetric positions, counter balances, canon and unison.
Context (why are we teaching this here & now)	Children will develop their balance and travelling skills by focusing on hopping, skipping and jumping. These skills will help children to progress in many sports when they come to take part in Key Stage 1 and 2. These skills and activities ensure they are prepared for <b>Sports Day</b> .	Children complete a gymnastics unit in Spring Term as it is a progression from the skills developed in the dance unit and a chance to apply skills learnt in Mighty Movers (co-ordination and balance).	Children complete a gymnastics unit in Spring Term as it is a chance to develop skills needed for the dance and athletics units later on in the academic year.	Children complete a gymnastics unit in Spring Term as it is a chance to develop skills needed for the dance and athletics units later on in the academic year.

SPRING TERM 2 OUTDOORS				
Unit Title/s		Brilliant Ball Skills	Striking and Fielding	Striking and Fielding
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Shows good control and co-ordination in large and small movements	NC Links: Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.  Scheme Outcomes: children are more confident when playing sports that use balls.	NC Links: Pupils should develop competence to excel in a broad range of physical activities and use running, jumping, throwing and catching in isolation and in combination They should enjoy communicating, collaborating and competing with each other.  Scheme Outcomes: children will become more confident in just striking and fielding.	NC Links: Pupils should develop competence to excel in a broad range of physical activities and use running, jumping, throwing and catching in isolation and in combination They should enjoy communicating, collaborating and competing with each other.  Scheme Outcomes: children will become more confident in just striking and fielding and use these skills tactically.
Skills to be developed	<ul style="list-style-type: none"> <li>• Catch a ball while jumping</li> <li>• Throw a ball while jumping</li> <li>• Can run to a target and back again</li> </ul>	<ul style="list-style-type: none"> <li>• Can travel in a variety of ways including running and jumping</li> <li>• Beginning to perform a range of throws</li> <li>• Receives a ball with basic control</li> <li>• Beginning to develop hand-eye coordination</li> <li>• Participates in simple games</li> <li>• Confident to send the ball to others in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Understands tactics and composition by starting to vary how they respond</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Beginning to communicate with others during game situations</li> <li>• Develops own rules for new games.</li> <li>• Makes imaginative pathways using equipment</li> <li>• Works well in a group to develop various games</li> <li>• Beginning to understand how to compete with each other in a controlled manner</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Uses skills with co-ordination, control and fluency</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition</li> <li>• Can create their own games using knowledge and skills</li> <li>• Can make suggestions as to what resources can be used to differentiate a game</li> <li>• Apply basic skills for attacking and defending</li> <li>• Uses running, jumping, throwing and catching in isolation and combination</li> </ul>

			<ul style="list-style-type: none"> <li>Beginning to select resources independently to carry out different skills</li> </ul>	
Activities:	Children play a variety of games with equipment that they can throw and catch to improve coordination.	Children will play a range of games where 2 teams are competing and begin to think about their ball skills. Games can include a range of equipment.	Children will be creating their own games based on striking and fielding skills using a range of equipment.	Children will be creating their own games based on striking and fielding skills using a range of equipment. Children will begin to think of tactics. Children can use a range of equipment.
Context (why are we teaching this here & now)	This unit builds upon what children have already done with movement, throwing and catching. These skills and activities ensure they are prepared for <b>Sports Day</b> .	This unit revisits the ball skills developed during multi-skills in more depth. Because this unit focuses more on tactics, attacking and defending, children need to have a base level of ball skills to apply.	This unit precedes Invaders and Young Olympians which gives children the chance to focus discreetly on just throwing and catching skills. They can also apply their skills develop during Nimble Nets.	This unit precedes Invaders and Young Olympians which gives children the chance to focus discreetly on just throwing and catching skills. They can also apply their skills develop during Nimble Nets.
<b>SPRING TERM 2 INDOORS</b>				
Unit Title/s		<b>Gym Fit Circuits</b>	<b>Gym Fit Circuits</b>	<b>Gym Fit Circuits</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Shows good control and co-ordination in large and small movements	<p>NC Links: They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Scheme Outcomes: Children will improve their fitness over 6 weeks.</p>	<p>NC Links It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils should lead healthy, active lives and be physically active for sustained periods of time. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Scheme Outcomes: Children will improve their fitness and technique over 6 weeks.</p>	<p>NC Links It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils should lead healthy, active lives and be physically active for sustained periods of time. Pupils should compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Scheme Outcomes: Children will improve their fitness and technique over 6 weeks and be able to monitor and compare performance.</p>
Skills to be developed	<ul style="list-style-type: none"> <li>Catch a ball while jumping</li> <li>Throw a ball while jumping</li> <li>Can run to a target and back again</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body</li> <li>Can explain the importance of exercise and a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body</li> <li>Can explain the importance of exercise and a healthy lifestyle</li> <li>Understands the need to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body</li> <li>Can explain the importance of exercise and a healthy lifestyle</li> <li>Understands the need to warm up and cool down</li> </ul>
Activities:	Children play a variety of games with equipment that they can throw and catch to improve coordination.	Children complete a circuit of 6 exercises per week.	Children use warm ups, cool downs and an exercise circuit to improve their fitness.	Children use/create warm ups, cool downs and an exercise circuit to improve their fitness.
Context (why are we teaching this here & now)	This unit builds upon what children have already done with movement, throwing	This unit allows children to compare their fitness to their	This unit allows children to compare their fitness to their autumn term	This unit allows children to compare their fitness to their autumn term

	and catching. These skills and activities ensure they are prepared for <b>Sports Day</b> .	autumn term circuits unit. They should have developed fitness skills and understanding that is transferable to a range of games and sports. Skills taught in the unit support children's sport and games development. . <b>As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.</b>	circuits unit. They should have developed fitness skills and understanding that is transferable to a range of games and sports. Skills taught in the unit support children's sport and games development. Year 3 and 4 children are now able to join more sports based clubs at school and a good base level of fitness will ensure they enjoy and get the most out of the clubs. It is important that children have a base level of fitness which can be improved upon when this unit is revisited throughout the year. Fitness enables them to develop other PE skills. In addition to this, we revisit the unit in each term as some children are not exposed to exercise outside of school. This way, children are exercising more frequently. <b>As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.</b>	circuits unit. They should have developed fitness skills and understanding that is transferable to a range of games and sports. Skills taught in the unit support children's sport and games development. As children are beginning to compete with local schools, they need to improve their fitness as matches can last up to 30 minutes. It is important that children have a base level of fitness which can be improved upon when this unit is revisited throughout the year. Fitness enables them to develop other PE skills. In addition to this, we revisit the unit in each term as some children are not exposed to exercise outside of school. This way, children are exercising more frequently. <b>As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.</b>
<b>SUMMER TERM OUTDOORS</b>				
Unit Title/s		<b>Throwing and Catching</b>	<b>Invaders</b>	<b>Invaders</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Can describe the effect of exercise on the body	NC Links: They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situation. Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.  Scheme Outcomes: children will become more confident when playing games that involve throwing and catching.	NC Links: Pupils should engage in competitive sports and activities and teachers should provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  Scheme Outcomes: children will become more familiar with the rules and skills of Tag Rugby.	NC Links: Pupils should engage in competitive sports and activities and teachers should provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  Scheme Outcomes: children will become more familiar with the rules and skills of Tag Rugby in order to compete with other local school.

Skills to be developed	<ul style="list-style-type: none"> <li>• Notice what changes happen to breathing when exercising</li> <li>• Notice that sweat occurs when exercising</li> <li>• Notice that you can feel tired after exercising</li> <li>• Notice that you can feel happier after exercising</li> </ul>	<ul style="list-style-type: none"> <li>• Can travel in a variety of ways including running and jumping</li> <li>• Beginning to perform a range of throws</li> <li>• Receives a ball with basic control</li> <li>• Beginning to develop hand-eye coordination</li> <li>• Participates in simple games</li> <li>• Confident to send the ball to others in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Understands tactics and composition by starting to vary how they respond</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Beginning to communicate with others during game situations</li> <li>• Develops own rules for new games.</li> <li>• Makes imaginative pathways using equipment</li> <li>• Works well in a group to develop various games</li> <li>• Beginning to understand how to compete with each other in a controlled manner</li> <li>• Beginning to select resources independently to carry out different skills</li> </ul>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity</li> <li>• Uses skills with co-ordination, control and fluency</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition</li> <li>• Can create their own games using knowledge and skills</li> <li>• Can make suggestions as to what resources can be used to differentiate a game</li> <li>• Apply basic skills for attacking and defending</li> <li>• Uses running, jumping, throwing and catching in isolation and combination</li> </ul>
Activities:	Children perform a range of cardiovascular exercises during games, such as stuck in the mud, bean chase etc. to see the effects of exercise on the body. Children will discuss these effects when reflecting on the sessions.	Children play a variety of games involving throwing and catching to build their skills.	Children practice the range of skills above that would help them in game play. Children begin playing competitive games.	Children practice the range of skills above that would help them in game play. Children begin playing competitive games using tactics on passing and player placement.
Context (why are we teaching this here & now)	Children begin to understand the effect of exercise because they no have experience of these effects. Children need to be aware of the mental and physical connection exercise has on the body. These skills and activities ensure they are prepared for <b>Sports Day</b> .	This unit is a development from the multi-skills unit in Autumn Term and is equipping children with the correct skills to complete the next unit which is athletics. Throwing and catching underpins many games and it is vital that year 1.2 children develop these skills before they begin to attend competitions in year 3 and 4.	Children will apply skills learnt during Attacking and Defending and striking and fielding in the Spring Term.	<b>Year 5.6 are invited to tag rugby festivals with other local primary schools in the summer term. Children have an opportunity to develop skills and play as a team before attending the events. Children will apply skill learnt during Attacking and Defending in the Spring Term.</b>
<b>SUMMER TERM INDOORS</b>				
Unit Title/s		<b>Cool Core</b>	<b>Cool Core</b>	<b>Cool Core</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Can describe the effect of exercise on the body	NC Links: Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to	NC Links: Pupils should be physically active for sustained periods of time and lead healthy, active lives. Pupils should develop flexibility, strength, technique, control and balance [for	NC Links: Pupils should be physically active for sustained periods of time and lead healthy, active lives. Pupils should develop flexibility, strength, technique, control and balance [for example,

		<p>extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Develop balance, agility coordination and begin to apply these in a range of activities.</p> <p>Scheme Outcomes: children will improve balance and co-ordination.</p>	<p>example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Scheme Outcomes: children will develop core strength.</p>	<p>through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Scheme Outcomes: children will develop and improve core strength.</p>
Skills to be developed	<ul style="list-style-type: none"> <li>• Notice what changes happen to breathing when exercising</li> <li>• Notice that sweat occurs when exercising</li> <li>• Notice that you can feel tired after exercising</li> <li>• Notice that you can feel happier after exercising</li> </ul>	<ul style="list-style-type: none"> <li>• Copies and explores basic movements with some control and coordination</li> <li>• Can perform different body shapes</li> <li>• Performs at different levels</li> <li>• Can perform 2 footed jump</li> <li>• Can use equipment safely</li> <li>• Balances with some control</li> </ul>	<ul style="list-style-type: none"> <li>• Applies compositional ideas independently and with others to create a sequence</li> <li>• Copies, explores and remembers a variety of movements and uses these to create their own sequence</li> <li>• Describes their own work using simple gym vocabulary</li> <li>• Beginning to notice similarities and differences between sequences</li> <li>• Uses turns whilst travelling in a variety of ways</li> <li>• Beginning to show flexibility in movements</li> <li>• Beginning to develop good technique when travelling, balancing, using equipment etc</li> </ul>	<ul style="list-style-type: none"> <li>• Select and combine their skills, techniques and ideas</li> <li>• Apply combined skills accurately and appropriately, consistently showing precision, control and fluency</li> <li>• Draw on what they know about strategy, tactics and composition when performing and evaluating</li> <li>• Analyse and comment on skills and techniques and how these are applied in their own and others' work</li> <li>• Uses more complex gym vocabulary to describe how to improve and refine performances</li> <li>• Develops strength, technique and flexibility throughout performances.</li> <li>• Links skills with control, technique, co-ordination and fluency</li> <li>• Understands composition by performing more complex sequences</li> <li>• Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</li> </ul>

Activities:	Children perform a range of cardiovascular exercises during games, such as stuck in the mud, bean chase etc. to see the effects of exercise on the body. Children will discuss these effects when reflecting on the sessions.	Children will explore a range of Pilates moves.	Children will explore a range of Pilates moves to create a sequence emphasising on control and balance.	Children will explore a range of Pilates moves to create a sequence emphasising on control, balance and extension.
Context (why are we teaching this here & now)	Children begin to understand the effect of exercise because they no have experience of these effects. Children need to be aware of the mental and physical connection exercise has on the body. These skills and activities ensure they are prepared for <b>Sports Day</b> .	Along with throwing and catching, <b>Cool Core</b> equips children with balance and co-ordination skills that are needed to master a range of games and athletic activities that occur on <b>Sports Day</b> .	Children are completing this unit as it precedes <b>Young Olympians</b> . They will be developing core strength which assists: running, jumping and throwing. These are all events at our <b>Sports Day</b> .	Children are completing this unit as it precedes <b>Young Olympians</b> . They will be developing core strength which assists: running, jumping and throwing. These are all events at our <b>Sports Day</b> .
<b>SUMMER TERM 2 OUTDOORS</b>				
Unit Title/s		<b>Active Athletics</b>	<b>Young Olympians</b>	<b>Young Olympians</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking	NC Links: Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.  Scheme Outcomes: children will take part in a successful <b>Sports Day</b> .	NC Links: Pupils should engage in competitive sports and activities that develop competence and excel in a broad range of physical activities. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] and compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: children will compete in a successful <b>Sports Day</b> .	NC Links: Pupils should engage in competitive sports and activities that develop competence and excel in a broad range of physical activities. Pupils should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] and compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Scheme Outcomes: children will lead and compete in a successful <b>Sports Day</b> .
Skills to be developed	<ul style="list-style-type: none"> <li>• Throwing with two hands</li> <li>• Catching a large and small ball with two hands</li> <li>• Push equipment</li> <li>• Kick a large and small ball</li> </ul>	<ul style="list-style-type: none"> <li>• Can run at different speeds</li> <li>• Can jump from a standing position</li> <li>• Performs a variety of throws with basic control</li> <li>• Can change speed and direction whilst running</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to run at speeds appropriate for the distance e.g. sprinting and cross country</li> <li>• Can perform a running jump with some accuracy</li> <li>• Performs a variety of throws using a selection of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to build a variety of running techniques and use with confidence</li> <li>• Can perform a running jump with more than one component e.g. hop skip jump (triple jump)</li> </ul>

			<ul style="list-style-type: none"> <li>Can use equipment safely and with good control</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to record peers performances, and evaluate these</li> </ul>
Activities:	Children will rehearse the different races and activities in their EYFS Sports Day to ensure they are confident and know what to do when Sports Day comes.	Children will practice their Sports Day events.	Children will practice their Sports Day events.	Children will practice their Sports Day events.
Context (why are we teaching this here & now)	This unit is revisited because children can see how much they have progressed which will build their confidence towards sport and PE. Children practise for their EYFS <b>Sports Day</b> .	In year 3.4, children are invited to <b>Three Rivers and Watford sporting competitions, the first of which is athletics. Children feel more confident when competing if they have a strong foundation and exposure to the sport. This is also in the same term as Sports Day and enables children to develop skills to help them compete confidently.</b>	In year 3.4, children are invited to <b>Three Rivers and Watford sporting competitions, the first of which is athletics. This is also in the same term as Sports Day and enables children to develop skills to help them compete confidently.</b>	This unit is in the same term as <b>Sports Day and enables children to develop skills to help them compete confidently.</b>
<b>SUMMER TERM 2 INDOORS</b>				
Unit Title/s		<b>Rounders (outdoors)</b>	<b>Dynamic Dance</b>	<b>Dynamic Dance</b>
NC Links ELGs Scheme Outcomes	<b>PD (PE)</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking	NC Links: They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Scheme Outcomes: Children will improve their fitness over 6 weeks.	NC Links: Pupils should be physically active for sustained periods of time and perform dances using a range of movement patterns. Scheme Outcomes: children will be more confident when creating, performing and evaluating dances.	NC Links: Pupils should be physically active for sustained periods of time and perform dances using a range of movement patterns. Scheme Outcomes: children will be more confident when creating, performing and evaluating dances.
Skills to be developed	<ul style="list-style-type: none"> <li>Throwing with two hands</li> <li>Catching a large and small ball with two hands</li> <li>Push equipment</li> <li>Kick a large and small ball</li> </ul>	<ul style="list-style-type: none"> <li>Copies and explores basic movements and body patterns</li> <li>Remembers simple movements and dance steps</li> <li>Links movements to sounds and music</li> <li>Responds to range of stimuli</li> <li>Copies and explores basic movements with clear control</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to improvise independently to create a simple dance</li> <li>Beginning to improvise with a partner to create a simple dance</li> <li>Translates ideas from stimuli into movement with support</li> <li>Beginning to compare and adapt movements and motifs to create a larger sequence</li> <li>Uses simple dance vocabulary to compare and improve work</li> <li>Confidently improvises with a partner or on their own</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to exaggerate dance movements and motifs (using expression when moving)</li> <li>Demonstrates strong movements throughout a dance sequence</li> <li>Combines flexibility, techniques and movements to create a fluent sequence</li> <li>Moves appropriately and with the required style in relation to the stimulus e.g using various levels, ways of travelling and motifs</li> </ul>

				<ul style="list-style-type: none"> <li>Beginning to show a change of pace and timing in their movements.</li> <li>Uses the space provided to his maximum potential</li> <li>Improvises with confidence, still demonstrating fluency across their sequence</li> <li>Modifies parts of a sequence as a result of self and peer evaluation</li> </ul>
Activities:	Children will rehearse the different races and activities in their EYFS Sports Day to ensure they are confident and know what to do when Sports Day comes.	Children begin to play rounders games once they have understood the rules.	Children learn line dancing moves to create a dance.	Children learn street dance moves to create a dance.
Context (why are we teaching this here & now)	This unit is revisited because children can see how much they have progressed which will build their confidence towards sport and PE. Children practise for their EYFS Sports Day.	This unit allows children to compare their fitness to their autumn term and spring term units. They should have developed fitness skills and understanding that is transferable to a range of games and sports. Skills taught in the unit support children's sport and games development.	Children will be applying their balance, coordination and evaluation skills from Cool-core and Gymnastics in order to improve their dancing skills.	Children can apply their dance and evaluation skills to the Year 5.6 school production.
Other opportunities for cultural capital	<p>Joe Wicks 5 Minute Move</p> <p>Daily Mile</p> <p>Christmas Production</p> <p>Santa Dash</p>	<p>Intra-school competitions</p> <p>Joe Wicks 5 Minute Move</p> <p>Tae-Kwon-Do Assembly</p> <p>Daily Mile</p> <p>Christmas Production</p> <p>Santa Dash</p> <p>Smoothie Workshop</p> <p>Fencing Assembly</p> <p>National Skipping Day</p> <p>Olympian</p> <p>Sports Day</p> <p>Cheerleading Assembly</p>	<p>Joe Wicks 5 Minute Move</p> <p>Tae-Kwon-Do Assembly</p> <p>Daily Mile</p> <p>Tri-Golf</p> <p>Santa Dash</p> <p>Intra-school competitions</p> <p>Smoothie Workshop</p> <p>St Helen's Prep netball event</p> <p>Fencing Assembly</p> <p>Year 4 Indoor Athletics meet</p> <p>National Skipping Day</p> <p>Olympian</p> <p>Sports Day</p> <p>Cheerleading Assembly</p> <p>Year 3 Outdoor Athletics meet</p>	<p>Intra-school competitions</p> <p>Joe Wicks 5 Minute Move</p> <p>Tae-Kwon-Do Assembly</p> <p>Smoothie Workshop</p> <p>Fencing Assembly</p> <p>Daily Mile</p> <p>Year 5 Tag Rugby</p> <p>National Skipping Day</p> <p>Year 5 Fun Run</p> <p>Fullarians rugby event</p> <p>Santa Dash</p> <p>Olympian</p> <p>Netball league</p> <p>Football league</p> <p>Sports Day</p> <p>Cheerleading Assembly</p> <p>Production</p> <p>Play-Leader training</p> <p>Year 6 Kwik Cricket</p> <p>Royal Navy course</p> <p>PGL</p>

PSHE	Reception	Year 1/2	Year 3/4	Year 5/6
<b>AUTUMN TERM</b>				
Unit Title/s	<b>Autumn 1 : Being Me in My World</b>	<b>Autumn 1 : Being Me in My World</b>	<b>Autumn 1: Being Me in My World</b>	<b>Autumn 1: Being Me in My World</b>
NC Links ELGs (Early Years) Scheme Outcomes	<p>Personal, Social and Emotional Development</p> <p>Understanding the World</p> <p>Communication and Language</p>	<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. This enables schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development.</p> <p>Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes - I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. This enables schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development.</p> <p>Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes - I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. This enables schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development.</p> <p>Programme of Study Core Themes – Core Theme 2. Relationships</p> <p>Jigsaw Outcomes - I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and wider community context.</p>
	<b>Autumn 2: Celebrating Difference</b>	<b>Autumn 2: Celebrating Difference</b>	<b>Autumn 2: Celebrating Difference</b>	<b>Autumn 2: Celebrating Difference</b>
	<p>Personal, Social and Emotional Development</p> <p>Understanding the World</p> <p>Communication and Language</p>	<p>Programme of Study Core Themes – Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes - I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>Programme of Study Core Themes – Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes – I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.</p>	<p>Programme of Study Core Themes – Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes - I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>

<p>Skills to be developed</p>	<p><b>Autumn 1 : Being Me in My World</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say</li> </ul> <p>Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Work as part of a group or class, and understand and follow the rules</li> </ul> <p><b>Autumn 2: Celebrating Difference</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Takes steps to resolve conflicts with other children</li> <li>Confident to speak to others about own needs, wants, interests and opinions</li> </ul> <p>Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Understands actions can affect others</li> <li>Confident to speak in a familiar group about their ideas and will ask for help if needed</li> <li>Able to negotiate and solve problems without aggression</li> <li>Resolve minor disagreements through listening to each other to come up with a fair solution. Understand what bullying is and that it is unacceptable behaviour</li> </ul>	<p><b>Autumn 1 : Being Me in My World</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Set simple goals</li> </ul> <p>Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Identify and respect differences and similarities between people.</li> </ul> <p><b>Autumn 2: Celebrating Difference</b> Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Recognise that bullying is wrong and can list some ways to get help in dealing with it</li> <li>Recognise the effect of their behaviour on other people, and can cooperate with others.</li> </ul>	<p><b>Autumn 1: Being Me in My World</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Demonstrate that they recognise their own worth and that of others</li> <li>Express their views confidently and listen to and show respect for the views of others</li> </ul> <p>Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Explain how their actions have consequences for themselves and others</li> </ul> <p><b>Autumn 2: Celebrating Difference</b> Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Describe the nature and consequences of bullying and can express ways of responding to it</li> </ul>	<p><b>Autumn 1: Being Me in My World</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Identify ways to face new challenges</li> </ul> <p><b>Autumn 2: Celebrating Difference</b> Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Respond to, or challenge negative behaviours such as stereotyping and aggression</li> <li>Describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</li> </ul>
<p>Activities</p>	<p><b>Autumn 1: Being Me in My World</b></p> <p>Self-identity Understanding Feelings Being in a Classroom Being Gentle <b>Rights and Responsibilities</b></p> <ol style="list-style-type: none"> <li>Introducing Jenie Jigsaw and each other. Getting to know each other – box of toys – different and unique.</li> <li>Starting school and naming emotions.</li> <li>Sharing and being part of a class. Introduce Jigsaw Jerrie Cat - Raise Jigsaw Jerrie Cat's paws to indicate</li> </ol>	<p><b>Autumn 1: Being Me in My World</b></p> <p>Feeling Special and Safe Being Part of a Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning the Learning Charter</p> <ol style="list-style-type: none"> <li>Draw a picture of when they feel safe and special.</li> <li>Draw a picture of them learning well with friends. Rights and responsibilities for their classrooms.</li> </ol>	<p><b>Autumn 1: Being Me in My World</b></p> <p>Setting Personal Goals Self Identity and Worth Positivity in Challenges <b>Rules, Rights and Responsibilities</b> Rewards and Consequences Responsible Choices Seeing Things from Others Perspectives</p> <ol style="list-style-type: none"> <li>Children given templates of medals to write their own personal goals on.</li> <li>Juno's worry's and solutions discussions.</li> </ol>	<p><b>Autumn 1: Being Me in My World</b></p> <p>Planning the Forthcoming Year <b>Being a Citizen</b> <b>Rights and Responsibilities</b> Rewards and Consequences How Behaviour Affects Groups <b>Democracy, Having a Voice, Participating</b></p> <ol style="list-style-type: none"> <li>Draw bricks with 5 personal learning goals.</li> <li>Human rights - write corresponding responsibility for each human right.</li> </ol>

	<p>to children that they need to PAUSE (Stop), take a deep breath in and out and feel kindness for everyone in the class.</p> <ol style="list-style-type: none"> <li>Managing feelings and behaviours – story Hands are Not for Hitting.</li> <li>Game – Jailer and Thief – should we take others toys? Our rights and safety. Discuss class/school rules.</li> <li>Rights and responsibilities and focus on one as a class for the week.</li> </ol> <p><b>Autumn 2 Celebrating Difference:</b></p> <p>Identifying Talent Being Special Families <b>Where We Live</b> Making Friends Standing Up For Yourself</p> <ol style="list-style-type: none"> <li>Circle activity – what am I good at in school? Are we all good at the same thing?</li> <li>Discuss with talk partners what we are good at. Make an I'm Special poster</li> <li>Photos sorting of different types of families – sorting in different ways – how are we the same and different from each other?</li> <li>Building houses for teddies – same and different, special and unique</li> <li>Mind Map how to make friends and how to look after our friends</li> <li>puppets – being unkind scenario to discuss – feelings, behaviour and how to stand up for yourself</li> </ol>	<ol style="list-style-type: none"> <li>Create class learning charter / rules.</li> <li>Achievement – proud of you tickets.</li> <li>Discuss actions and consequences – link to rules.</li> <li>Draw a picture of the class following the learning charter. Circle time – why they like learning in the class.</li> </ol> <p><b>Autumn 2 Celebrating Difference:</b></p> <p>Similarities and Differences Understanding Bullying and Knowing how to deal with it Making New Friends <b>Celebrating the Differences in Everyone</b></p> <ol style="list-style-type: none"> <li>In pairs find similarities with each other and draw on t-shirt template.</li> <li>In pairs find differences with each other and draw on shorts template.</li> <li>Bullying – key features – discuss in circle time.</li> <li>On a shoe template – two things they could do if they were bullied.</li> <li>Friendship tokens – what they can offer a new friend.</li> <li>Celebrate me label to stick on Gingerbread Man display.</li> </ol>	<ol style="list-style-type: none"> <li>6 most important elements of the learning charter.</li> <li>Scenario cards – responsibility and consequences. 5&amp;6. Creating 'Welcome to our class' cards.</li> </ol> <p><b>Autumn 2: Celebrating Difference</b></p> <p>Families and their Differences Family Conflict and How to Manage It(child-centred) Witnessing Bullying and How to Solve It Recognising How Words Can be Hurtful Giving and Receiving Compliments</p> <ol style="list-style-type: none"> <li>Pictures of family – what my family means to me.</li> <li>Family scenario cards – resolving conflict.</li> <li>How to help someone being bullied – hand templates. Use of the word 'gay'.</li> <li>2 class groups – bullying scenario cards.</li> <li>Hurtful words discussion – solve it together technique.</li> <li>Kites – Hortons Story – giving and receiving compliments.</li> </ol>	<p>UNCRC (United Nation Convention on the Rights of the Child). Explain that it is an international charter that was written to guarantee the rights of all children. Article 12 "I have the right to a say about decisions that affect me and to have my opinion heard."</p> <ol style="list-style-type: none"> <li>List top three things they need in order to learn, Compare these with the responsibilities of last week.</li> <li>Write rewards and consequences for each of the 6 rights.</li> <li>Newspaper Tower Challenge. 6 rules for working in a group.</li> <li>Agony Aunty advice. Different scenario cards related to Human Rights. Inc. refugee children, parents in prison, disability.</li> </ol> <p><b>Autumn 2 : Celebrating Difference</b></p> <p><b>Cultural Differences and How They Can Cause Conflict</b></p> <p>Racism Rumours and Name-Calling Types of Bullying <b>Material Wealth and Happiness</b> <b>Enjoying and Respecting Other Cultures</b></p> <ol style="list-style-type: none"> <li>Cultural differences – reframe situation cards to avoid conflict.</li> <li>Design a ribbon to show we need to fight racism.</li> <li>Create a 'Snakes and Ladders' game of solving situations in relation to bullying - name-calling, racist, homophobic, cyber bullying, direct, indirect.</li> <li>Add more examples of bullying on to game and play game.</li> <li>Compare and contrast a Ghanaian child from a city and from a plantation.</li> </ol>
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				6. Produce a culture wheel for a child who works on a cocoa plantation and compare to their own.
Context (why are we teaching this here & now)	<p><b>Autumn 1: Being Me in My World</b> Beginning of the year, new classes, new children – getting to know each other.</p> <p><b>Autumn 2: Celebrating Difference</b> Moving on from getting to know to how to behave together – friends, sharing, getting along. Linked to Science Topic – Using my sense, I am growing.</p> <ul style="list-style-type: none"> <li>• Antbullying Week Autumn 2</li> </ul>	<p><b>Autumn 1: Being Me in My World</b> Beginning of the year, new classes, new children (split year groups so half the class has the left and half have joined). Beginning the year with the Learning Charter - Rights, Responsibilities, Rewards, Consequences.</p> <p><b>Autumn 2: Celebrating Difference</b> Moving on from belonging themselves in the class to building friendships and looking after each other.</p> <ul style="list-style-type: none"> <li>• Antbullying Week Autumn 2</li> </ul>	<p><b>Autumn 1: Being Me in My World</b> Beginning of the year, new classes, new children (split year groups so half the class has the left and half have joined) – building teams, groups, voting for how we want our class to work. Reviewing the Learning Charter from the previous year.</p> <p><b>Autumn 2: Celebrating Difference</b> New class, learning to get n – getting on and falling out.</p> <ul style="list-style-type: none"> <li>• Antbullying Week Autumn 2</li> </ul>	<p><b>Autumn 1: Being Me in My World</b> Beginning of the year, new classes, new children. Belonging and rights compared to other children around the world. Reviewing the Learning Charter from the previous year.</p> <p><b>Autumn 2: Celebrating Difference</b> Celebrating difference in the wider world – not just our class – looking at children across the world.</p> <ul style="list-style-type: none"> <li>• Antbullying Week Autumn 2</li> </ul>
<b>SPRING TERM</b>				
Unit Title/s	<b>Spring 1: Dreams and Goals</b>	<b>Spring 1: Dreams and Goals</b>	<b>Spring 1: Dreams and Goals</b>	<b>Spring 1: Dreams and Goals</b>
NC Links ELGs (Early Years) Scheme Outcomes	<p>Personal, Social and Emotional Development</p> <p>Understanding the World</p> <p>Communication and Language</p>	<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. This enables schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development.</p> <p>Programme of Study Core Themes – Core Theme 2. Relationships</p> <p>Jigsaw Outcomes - I can explain how I feel when I am successful and how this can be celebrated positively</p>	<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. This enables schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development.</p> <p>Programme of Study Core Themes – Core Theme 2. Relationships</p> <p>Jigsaw Outcomes - I can explain the different ways that help me learn and what I need to do to improve.</p>	<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. This enables schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development.</p> <p>Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes - I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>

	Spring 2: Healthy Me	Spring 2: Healthy Me	Spring 2: Healthy Me	Spring 2: Healthy Me
	Personal, Social and Emotional Development  Understanding the World  Communication and Language	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing  Jigsaw Outcomes – I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.  I can give examples of when being healthy can help me feel happy.	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing  Jigsaw Outcomes – I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.  I can express how being anxious/scared and unwell feels.	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing  Jigsaw Outcomes - I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems relating to body image pressures and how smoking and alcohol misuse is unhealthy.  I can summarise different ways that I respect and value my body.
Skills to be developed	<b>Spring 1: Dreams and Goals</b> Core Theme 2. Relationships <ul style="list-style-type: none"> <li>Explain own knowledge and understanding, and asks appropriate questions of others</li> <li>Can describe self in positive terms and talk about abilities</li> </ul> Core Theme 3. Living in the Wider World <ul style="list-style-type: none"> <li>Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity</li> </ul> <b>Spring 2: Healthy Me</b> Core Theme 1. Health and Wellbeing <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands the need for a variety of food</li> <li>Understanding good practices with regard to exercise, eating, sleeping, hygiene can contribute to good health</li> <li>Manage own basic hygiene</li> <li>Know the importance of good health and physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</li> <li>Know about and can make healthy choices in relation to healthy eating and exercise.</li> </ul>	<b>Spring 1: Dreams and Goals</b> Core Theme 2. Relationships <ul style="list-style-type: none"> <li>Set simple goals</li> </ul> <b>Spring 2: Healthy Me</b> Core Theme 1. Health and Wellbeing <ul style="list-style-type: none"> <li>Make simple choices about some aspects of their health and well-being and know what keeps them healthy</li> <li>Talk about the harmful aspects of some household products and medicines, and describe ways to keep safe in familiar situations</li> </ul>	<b>Spring 1: Dreams and Goals</b> Core Theme 2. Relationships <ul style="list-style-type: none"> <li>Demonstrate that they recognise their own worth and that of others</li> <li>Express their views confidently and listen to and show respect for the views of others</li> </ul> <b>Spring 2: Healthy Me</b> Core Theme 1. Health and Wellbeing <ul style="list-style-type: none"> <li>Make choices about how to develop healthy lifestyles</li> <li>Discuss some of the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these</li> </ul>	<b>Spring 1: Dreams and Goals</b> Core Theme 2. Relationships <ul style="list-style-type: none"> <li>Identify positive ways to face new challenges</li> </ul> Core Theme 3. Living in the Wider World <ul style="list-style-type: none"> <li>Talk about a range of jobs, and explain how they will develop skills to work in the future</li> </ul> <b>Spring 2: Healthy Me</b> Core Theme 1. Health and Wellbeing <ul style="list-style-type: none"> <li>Identify and explain how to manage the risks in different familiar situations.</li> <li>List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these</li> </ul>

Activities	Spring 1: Dreams and Goals	Spring 1: Dreams and Goals	Spring 1: Dreams and Goals	Spring 1: Dreams and Goals
	<p>Challenges Perseverance Goal-Setting Overcoming Obstacles Seeking Help <b>Jobs</b> Achieving Goals</p> <ol style="list-style-type: none"> <li>1. Set a tricky challenge – building a tower with spaghetti – what do we do when faced with a challenge? Read Love Monster.</li> <li>2. Read The Hare and the Tortoise – think about times we have never given up – talk to partner.</li> <li>3. Choosing goals to work towards.</li> <li>4. Role play scenarios – giving up. How can we encourage each other to keep on trying?</li> <li>5. Job charades, what do we want to be when we grow up – what do we need to do now to do that job in the future?</li> <li>6. Did we reach our goal – draw what we are proud of on a footprint for display.</li> </ol> <p><b>Spring 2: Healthy Me</b></p> <p>Exercising Bodies Physical Activity Healthy Food Sleep Keeping Clean Safety</p> <ol style="list-style-type: none"> <li>1. 'Make a Good Decision' song. What sport am I good at charades.</li> <li>2. Play Bean Game – effect of exercise on body.</li> <li>3. Sorting healthy foods.</li> <li>4. Bedtime routines and Chitty Chitty Bang Bang clip.</li> <li>5. Washing dirty food. Germs and hand washing.</li> </ol>	<p>Setting Goals Identifying Successes and Achievements Learning Styles Working Well and Celebrating Achievement with a Partner Tackling New Challenges Identifying and Overcoming Obstacles Feelings of Success</p> <ol style="list-style-type: none"> <li>1. Setting goals in my treasure chest and decorate.</li> <li>2. In pairs, challenge to build a block tower/playdough dog.</li> <li>3. Design a welly – showing a goal they want to achieve.</li> <li>4. Stretchy flowers – to stretch learning and challenge.</li> <li>5. Overcoming obstacles – role play of each step of Paul's journey.</li> <li>6. Evaluation – responses to success.</li> </ol> <p><b>Spring 2: Healthy Me</b></p> <p>Keeping Myself Healthy Healthier Lifestyle Choices Keeping Clean Being Safe Medicine Safety/Safety with Household Items Road Safety Linking Health and Happiness</p> <ol style="list-style-type: none"> <li>1. Act out the healthy balance sum.</li> <li>2. Identify healthy choices on body outline – healthy/unhealthy.</li> <li>3. Sort pictures of household items into safe/unsafe.</li> <li>4. Healthy/unhealthy card game.</li> </ol>	<p>Difficult Challenges and Achieving Success Dreams and Ambitions New Challenges Motivation and Enthusiasm Recognising and Trying to Overcome Obstacles Evaluating Learning Processes Managing Feelings <b>Simple Budgeting</b></p> <ol style="list-style-type: none"> <li>1. Children facing challenges in their lives – Born to be different documentary</li> <li>2. Flower template – represent dreams and goals – record on petals.</li> <li>3. Design a garden for someone with a disability – recognising and overcoming obstacles, simple budgeting, planning.</li> <li>4. Design a garden for someone with a disability – recognising and overcoming obstacles, simple budgeting, planning</li> <li>5. Present designs to class.</li> <li>6. Banana car challenge – team work.</li> </ol> <p><b>Spring 2: Healthy Me</b></p> <p>Exercise Fitness Challenges Food Labelling And Healthy Swaps Attitudes Towards Drugs Keeping Safe and Why It's Important Online and Offline Scenarios Respect for Myself and Others Healthy and Safe Choices</p> <ol style="list-style-type: none"> <li>1. Fitness challenges designed by children.</li> <li>2. How much sugar? Game and healthy swaps.</li> </ol>	<p>Future Dreams <b>The Importance of Money</b> <b>Jobs and Carers</b> Dream Job and How to Get There <b>Goals in Different Cultures</b> <b>Supporting Others (charity)</b> Motivation</p> <ol style="list-style-type: none"> <li>1. Write own hopes and dreams.</li> <li>2. Match salary to jobs.</li> <li>3. Research ideal job.</li> <li>4. Compare dreams to children's from other cultures.</li> <li>5. Plan a charity event.</li> <li>6. Discuss fairness of different opportunities and different backgrounds and goals.</li> </ol> <p><b>Spring 2: Healthy Me</b></p> <p>Smoking, Including Vaping Alcohol Alcohol and Anti-Social Behaviour Emergency Aid Body Image Relationships with Food Healthy Choices Motivation and Behaviour</p> <ol style="list-style-type: none"> <li>1. Research and present the dangers of smoking (role-play/posters etc.)</li> <li>2. Discuss alcohol and the misuse.</li> <li>3. Create a storyboard for one of the emergency situation boards.</li> <li>4. Write about what they admire about others and themselves.</li> <li>5. Write an ingredients list for a healthy body image.</li> <li>6. Class debate on which 'healthy lifestyle attribute' is most important.</li> </ol>

	<p>6. Read 'Not Everyone in Nice' and Red Riding Hood stories. Stranger danger.</p>	<p>5. Act out the steps to keep Jigsaw Jack safe when crossing the road.</p> <p>6. Answer questions about healthy choices on a template.</p>	<p>3. Feelings word template when thinking about drugs.</p> <p>4. Keeping Jigsaw Jino safe.</p> <p>5. Short story scenarios – keeping safe online and offline.</p> <p>6. Create an infographic about their bodies.</p>	
Context (why are we teaching this here & now)	<p><b>Spring 1 Dreams and Goals</b> Learning styles, motivation and perseverance to support learning across all subjects. Support from adults.</p> <p><b>Spring 2: Healthy Me</b> Healthy Me introduction ready for next step of Changing Me in Summer Term.</p> <ul style="list-style-type: none"> <li>• Safer Internet Day</li> </ul>	<p><b>Spring 1 Dreams and Goals</b> Learning styles, motivation and perseverance to support learning across all subjects. Support from others – team work / group work.</p> <p><b>Spring 2: Healthy Me</b> Healthy Me introduction ready for next step of Changing Me in Summer Term. Linked to Science Topic – Animals Including Humans (common animals, plants and diets)</p> <ul style="list-style-type: none"> <li>• Safer Internet Day</li> </ul>	<p><b>Spring 1 Dreams and Goals</b> Thinking about challenges for others and how to support and overcome.</p> <p><b>Spring 2: Healthy Me</b> Healthy Me introduction ready for next step of Changing Me in Summer Term. Linked to Science Topic – Living Things &amp; Their Habitats (Classification &amp; Human Effect on Environment)</p> <ul style="list-style-type: none"> <li>• Safer Internet Day</li> </ul>	<p><b>Spring 1 Dreams and Goals</b> Thinking about challenges for others and how to support and overcome. Introduction to working lives and to simple money management.</p> <p><b>Spring 2: Healthy Me</b> Healthy Me introduction ready for next step of Changing Me in Summer Term.</p> <ul style="list-style-type: none"> <li>• Safer Internet Day</li> </ul>
<b>SUMMER TERM</b>				
Unit Title/s	<b>Summer 1: Relationships</b>	<b>Summer 1: Relationships</b>	<b>Summer 1: Relationships</b>	<b>Summer 1: Relationships</b>
NC Links ELGs (Early Years) Scheme Outcomes	<p>Personal, Social and Emotional Development</p> <p>Understanding the World</p> <p>Communication and Language</p>	<p>Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. It aims to create a curriculum that:</p> <ul style="list-style-type: none"> <li>• Fosters pupils' respect for themselves and others</li> <li>• Promotes equality and values difference</li> <li>• Educates pupils about positive relationships</li> <li>• Helps pupils understand how their actions can impact on their health, wellbeing and safety</li> </ul> <p>It also aims to meet the needs of all pupils, whatever their developing identity and family circumstances, and to prepare them for life and work in modern Britain.</p>	<p>Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. It aims to create a curriculum that:</p> <ul style="list-style-type: none"> <li>• Fosters pupils' respect for themselves and others</li> <li>• Promotes equality and values difference</li> <li>• Educates pupils about positive relationships</li> <li>• Helps pupils understand how their actions can impact on their health, wellbeing and safety</li> </ul> <p>It also aims to meet the needs of all pupils, whatever their developing identity and family circumstances, and to prepare them for life and work in modern Britain.</p> <p>Programme of Study Core Themes – Core Theme 2. Relationships</p>	<p>Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. It aims to create a curriculum that:</p> <ul style="list-style-type: none"> <li>• Fosters pupils' respect for themselves and others</li> <li>• Promotes equality and values difference</li> <li>• Educates pupils about positive relationships</li> <li>• Helps pupils understand how their actions can impact on their health, wellbeing and safety</li> </ul> <p>It also aims to meet the needs of all pupils, whatever their developing identity and family circumstances, and to prepare them for life and work in modern Britain.</p> <p>Programme of Study Core Themes – Core Theme 1. Health and Wellbeing</p>

		<p>Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes - I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Core Theme 3. Living in the Wider World</p> <p>Jigsaw Outcomes - I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Jigsaw Outcomes - I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>
	<b>Summer 2: Changing Me</b>	<b>Summer 2: Changing Me</b>	<b>Summer 2: Changing Me</b>	<b>Summer 2: Changing Me</b>
	<p>Personal, Social and Emotional Development</p> <p>Understanding the World</p> <p>Communication and Language</p> <p>Jigsaw Outcomes - I can name parts of the body and show respect for myself.</p> <p>I can tell you some things I can do and some foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adult.</p>	<p>Programme of Study Core Themes – Core Theme 1. Health and Wellbeing</p> <p>Jigsaw Outcomes - I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can use the correct terms to describe penis, testicles and vagina and explain why they are private. I can explain why some types of touches feel ok and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.</p>	<p>Programme of Study Core Themes – Core Theme 1. Health and Wellbeing</p> <p>Jigsaw Outcomes – <b>Year 3</b> I can use the correct terms to describe penis, testicles, vagina and explain why they are private.</p> <p>I can tell you that a baby grows and develops in the mother's uterus and I can talk about what a baby needs to live and grow.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p><b>Year 4</b> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	<p>Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 2. Relationships</p> <p>Jigsaw Outcomes - <b>Year 5</b> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changed might happen at different times to my friend.</p> <p><b>Year 6</b> I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>

			I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	I recognise how I feel when I reflect on becoming a teenager.
Skills to be developed	<p><b>Summer 1: Relationships</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Know some ways to manage their feelings and are beginning to use these to maintain control.</li> <li>Understand someone else's point of view can be different to theirs</li> </ul> <p>Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Show sensitivity to other's needs and feelings and form positive relationships with adults and other children</li> <li>Talk about how they and others show feelings, talk about their own behaviours and it's consequences, and know that some behaviour is unacceptable</li> <li>Understand what bullying is and that it is unacceptable behaviour</li> </ul> <p><b>Summer 2: Changing Me</b> Core Theme 1. Health and Wellbeing</p> <ul style="list-style-type: none"> <li>Manage own basic hygiene</li> <li>Know the importance of good health and physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</li> <li>Know about and can make healthy choices in relation to healthy eating and exercise.</li> </ul>	<p><b>Summer 1: Relationships</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Identify and name some feelings and express some of their positive qualities</li> </ul> <p>Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Explain different ways that family and friends should care for one and another</li> <li>Recognise the effect of their behaviour on other people, and can cooperate with others</li> </ul> <p><b>Summer 2: Changing Me</b> Core Theme 1. Health and Wellbeing</p> <ul style="list-style-type: none"> <li>Explain ways of keeping clean and they can name the main parts of the body</li> <li>Explain that people grow from young to old</li> </ul>	<p><b>Summer 1: Relationships</b> Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Know what a friend is and does and how to cope with some friendship problems</li> </ul> <p>Core Theme 3. Living in the Wider World</p> <ul style="list-style-type: none"> <li>Identify different types of relationships and can show ways to maintain good relationships</li> </ul> <p><b>Summer 2: Changing Me</b> Core Theme 1. Health and Wellbeing</p> <ul style="list-style-type: none"> <li>Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way</li> </ul>	<p><b>Summer 1: Relationships</b> Core Theme 1. Health and Wellbeing</p> <ul style="list-style-type: none"> <li>Identify some factors that affect emotional health and well-being</li> <li>Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being</li> </ul> <p><b>Summer 2: Changing Me</b> Core Theme 1. Health and Wellbeing</p> <ul style="list-style-type: none"> <li>Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way</li> </ul> <p>Core Theme 2. Relationships</p> <ul style="list-style-type: none"> <li>Identify positive ways to face new challenges (e.g. transition to secondary school)</li> </ul>
Activities	<p><b>Summer 1: Relationships</b></p> <p>Family Life Friendships Breaking Friendships Falling Out Dealing With Bullying Being a Good Friend</p> <ol style="list-style-type: none"> <li>Who is in my family, what are their jobs within the family.</li> <li>Build a friend game.</li> </ol>	<p><b>Summer 1: Relationships</b></p> <p>Belonging to a Family Making Friends/Being a Good Friend Physical Contact Preferences <b>People Who Help Us</b> Qualities as a Friend and Person Self-Acknowledgement Being a Good Friend to Myself Celebrating Special Relationships</p> <ol style="list-style-type: none"> <li>Draw my family and label.</li> </ol>	<p><b>Summer 2: Changing Me</b></p> <p><b>Year 3</b> Between Male and Female Bodies (correct terminology) How Babies Grow Understanding a Baby's Needs Family Stereotypes Looking ahead and preparing for transition</p> <ol style="list-style-type: none"> <li>Sorting clothes and items and labelling body parts</li> </ol>	<p><b>Summer 1: Relationships</b></p> <p>Self-Recognition and Self-Worth Building Self Esteem Safer Online-Communities Rights and Responsibilities Online Online Gaming and Gambling Reducing Screen Time Dangers Of Online Grooming SMARRT Internet Safety Rules</p> <ol style="list-style-type: none"> <li>Write personal qualities about self.</li> </ol>

<p>3. 'George and Martha – The Complete Stories of Two Best Friends', use story to discuss getting on and falling out.</p> <p>4. 'Relationships' song. Sorting kind and unkind actions and comments.</p> <p>5. Feeling angry – how to control those feelings.</p> <p>6. Friendship Musical Pairs game – tell a friend why you like them.</p> <p><b>Summer 2: Changing Me</b>          Bodies          Respecting My Body          Growing Up          Growth and Change          Fun and Fears          Celebrations</p> <ol style="list-style-type: none"> <li>1. Labelling life size body – what does each part do? Book – 'Look Inside My Body'.</li> <li>2. Healthy bodies – what do we need to keep healthy and happy</li> <li>3. Order stages of life pictures. Story- I Wonder Why Kangaroos Have Pouches?'            4&amp;5 Read 'The Huge Bag of Worries'. How are we feeling about moving to Year One? Set up a box of worries/looking forward. Adults note children's ideas – how can we overcome these fears and worries?</li> <li>6. Sharing memories of our year in Reception.</li> </ol>	<ol style="list-style-type: none"> <li>2. In groups, sort good and bad qualities of a friend.</li> <li>3. In pairs, create a special way of greeting using an acceptable touch.</li> <li>4. Act out scenario cards – asking for help.</li> <li>5. Draw 'Incredible Me' and write a sentence to explain why.</li> <li>6. Use template to answer questions about special relationships.</li> </ol> <p><b>Summer 2: Changing Me</b>          Life Cycles – Animal and Human          Changes in Me          Changes Since Being a Baby          Differences Between Male and Female Bodies (correct terminology)          Linking Growing and Learning          Coping With Change          Transition</p> <ol style="list-style-type: none"> <li>1. Introduction to lifecycles – lifecycle ordering.</li> <li>2. Concertina booklets – discuss stages of child to adults.</li> <li>3. Baby photos – write down/draw ways they've changed since they were a baby.</li> <li>4. Venn diagram – sort body parts into male/female/both (correct terminology).</li> <li>5. Help me grow flowers – on petals draw or write something they've learnt to help them grow.</li> <li>6. Draw one change they've experienced. Use speech bubble post it to explain how</li> </ol>	<ol style="list-style-type: none"> <li>2. How babies grow and the care they need. Draw 3 stages and write descriptive sentence.</li> <li>3. How does the life of a baby start. Discuss baby growing inside mother's womb/uterus.</li> <li>4. Stereotypical tasks card sorting. Design a duvet cover for a girl and a boy – are they stereotypical? What do shops and tv adverts do to sell to girls and boys? Is it stereotypical? Is it fair?</li> <li>5. Create ribbon mobiles about moving to Year 4.</li> </ol> <p><b>Year 4</b>          Outside Body Changes          Inside Body Changes          Unique Me          Confidence in Change          Accepting Change          Environmental Change          Preparing for Transition</p> <ol style="list-style-type: none"> <li>1. Discussion and labelling of outside body changes to boys and girls. Introduce the word puberty</li> <li>2. Inside body changes for boys and girls, complete the Great Growing Up Adventure activity</li> <li>3. Discussion on being unique – genes from mother and father. Complete the Parent and Child Puzzle</li> <li>4. Managing change – Circle of Change exercise.</li> <li>5. Dealing with environmental changes and changes I have no control over.</li> <li>6. Changes that have happened in Year 4 – Circle of Change template.</li> </ol>	<ol style="list-style-type: none"> <li>2. Discuss different friendship scenarios.</li> <li>3. Discuss differences between friends, boyfriends and girlfriends.</li> <li>4. Prepare freeze-frame of an 'uncomfortable' situation.</li> <li>5. Make safer internet use posters.</li> <li>6. Fill in personal record sheet and discuss implications for giving data out online.</li> </ol> <p><b>Summer 2: Changing Me</b>  <b>Year 5</b>          Self and Body Image          Puberty for Girls          Puberty for Boys          Conception (including IVF)          Growing Responsibility          Coping with Change          Preparing for Transition</p> <ol style="list-style-type: none"> <li>1. Images altered on the internet – how are they actually achieved? Describing my interior picture – self image positively and negatively.</li> <li>2. Recap what we know about puberty. Girls puberty carousel activities - menstruation.</li> <li>3. The Male Reproductive System animation. Puberty – It happens to us all activity.</li> <li>4. Conception – how babies are made. Using the Male and Female animations with narrative</li> <li>5. Coping with change – advice for a teenager.</li> <li>6. Spinning top game – what am I looking forward to in Year 6 - Circle of Change template.</li> </ol> <p><b>Year 6</b>          Self and Body Image          Conception to Birth          Puberty and Feelings</p>
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		they felt when this was happening		Physical Attraction Respect and Consent Boyfriends/Girlfriends Transition <ol style="list-style-type: none"> <li>1. Comparing ourselves to the 'perfect' man and woman. How that can be harmful.</li> <li>2. Conception to birth activities. True and false game. Using the Male and Female animations with narrative</li> <li>3. Recap puberty flash cards inc. masturbation. Girls worries / boys worries – discuss in gender groups.</li> <li>4. You might want a boyfriend/girlfriend because..... Diamond 9 Game. Inappropriate texting scenario discussion.</li> </ol> My real self and my ideal self – how different are
Context (why are we teaching this here & now)	<b>Summer 1: Relationships</b> <b>Summer 2: Changing Me</b> Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. Relationships and Changing Me covers the new requirements and Programmes of Study. Sex Education is taught progressively through the school in Summer 2 and builds on skills taught in each year group. Taught in Summer 2 when the children are at their oldest and most mature to handle some of the grown up topics related to RSHE. Linked to Science Topic – Healthy Life and Growth.	<b>Summer 1: Relationships</b> <b>Summer 2: Changing Me</b> Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. Relationships and Changing Me covers the new requirements and Programmes of Study. Sex Education is taught progressively through the school in Summer 2 and builds on skills taught in each year group. Taught in Summer 2 when the children are at their oldest and most mature to handle some of the grown up topics related to RSHE.	<b>Summer 1: Relationships</b> <b>Summer 2: Changing Me</b> Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. Relationships and Changing Me covers the new requirements and Programmes of Study. Sex Education is taught progressively through the school in Summer 2 and builds on skills taught in each year group. Upper Key Stage Two children are also introduced to relevant current issues e.g. sexting. Taught in Summer 2 when the children are at their oldest and most mature to handle some of the grown up topics related to RSHE.	<b>Summer 1: Relationships</b> <b>Summer 2: Changing Me</b> Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. Relationships and Changing Me covers the new requirements and Programmes of Study. Sex Education is taught progressively through the school in Summer 2 and builds on skills taught in each year group. Upper Key Stage Two children are also introduced to relevant current issues e.g. sexting. Taught in Summer 2 when the children are at their oldest and most mature to handle some of the grown up topics related to RSHE. Linked to Science Topic – Animals Including Humans (Growth, Development & Puberty), Animals Including Humans (Circulation & Health) Possibly invite school nurse in to support these lessons.

## Other opportunities for Cultural Capital

- Lunchtime Nurture Club – run by teacher and teaching assistant (Sheryl Duke and Juliette Harvey, Mental Health Lead & Deputy Lead) at lunch times. Children identified by SENCO, teachers, TAs, MSAs and parents as having extra social, emotional and behaviour needs. Groups meet to work on social skills, self esteem, well being and anxiety issues. Funded by Pupil Premium and Services Premium.
- The Zone – a secure space led by a teacher (Sheryl Duke). Timetabled pastoral interventions (nurture, social skills, well being, anxiety, self esteem, behaviour). School is clear that educational interventions are very important but if children's well being is not strong these interventions will struggle to show progress and development.
- Mental Health Training –Shafina Cachra (Deputy Headteacher) is Mental Health Lead, supported by Governor Link – Nick Latham. Sheryl Duke, Sarah Brand and Juliette Harvey also attending training and disseminating across the school. Mind 5Wow workshops run in Antbullying Week with Reception, KS1 and Years 5/6. Teaching children how to deal with anxiety and worries.
- Mentors – Military children in KS2 work as a group of role models for KS2 children. At lunchtimes they are based in the pagoda. Led by Louise Williams and they meet once a week to discuss issues and make plans to improve well being in KS2. Year 5 & 6 Peer Mentors mentor younger pupils at lunchtime who need extra support making friends and using social skills.
- Playleaders – KS2 children trained in Year 5 by Sports Partnership then support on the KS1 playground each day. Setting up games and working as role models for the KS1 children.
- Links with Merchant Taylors School – school has close working partnership with MT Private School. KS2 have a chance to visit this larger school, experience different equipment and environment. Sixth formers also visit us to deliver coding workshops
- Current Affairs Club – run by Teaching Assistant Gaytri Patel. Year 6 children are given a current news story or subject and asked to research and come back to debate the following week.
- Assemblies – religious festivals, current affairs, PSHE subjects covered in a range of assemblies led by SLT.
- School Council - elected members meet regularly with Shafina Cachra (Deputy Head) to make action plans to improve the school, visit the local area (eg. old peoples home, Three Rivers Council Offices) and make community links. They also lead some charity days across the school at different points throughout the year.
- Visits and Visitors – range of local and further afield places visited by the pupils e.g religious places, Zoo, local park, central London museums, Young Voices. Range of visitors are planned to speak to the children about topics and subjects they have less knowledge of e.g. Magistrates Talk and Police Visits, NSPCC.
- Antbullying Week – annual event where classes learn about how to deal with bullying, anxiety, worries and building resilience and self esteem. Follow guidance and themes from the Antbullying Alliance and Mind to support children across the week. Older and younger classes pair up for an event to mentor and make links across the school.
- Eco Warriors
- Other leadership roles e.g. house captains, head boys/girls
- Links to Northwood HQ
- Fundraising e.g. 65 Degrees North (pupils came up with their own ideas for both days)
- School Council Youth Forum

RE	Reception	Year 1/2	Year 3/4	Year 5/6
<b>AUTUMN TERM</b>				
Unit Title/s	<b>Identity &amp; Belonging</b> <b>Beliefs &amp; Practices</b> <b>Sources of Wisdom</b> <b>Symbols &amp; Actions</b>	<b>Beliefs &amp; Practices</b>	<b>Beliefs &amp; Practices</b>	<b>Beliefs &amp; Practices</b>
NC Links ELGs (Early Years) Scheme Outcomes	Show awareness of things and people that matter to them and link this to learning in RE Explore different ways of living, including beliefs and festivals Communicate about people, places and symbols and artefacts Listen and respond to religious stories  (UW- Beliefs, EAD- texture, colour, L- stories, characters, M- patterns)	Recall and name different beliefs and practices including festivals, worship, rituals and ways of life and explain some meanings behind them	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities
		<b>Sources of Wisdom</b>	<b>Sources of Wisdom</b>	<b>Sources of Wisdom</b>
		Retell and suggest meanings to some religious and moral stories: think and talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefact. Develop an understanding of the impact on individual believers	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.
Skills to be developed	<b>Thinking About Religion &amp; Belief</b> <ul style="list-style-type: none"> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</li> </ul> <b>Enquiring, Investigating &amp; Interpreting</b> <ul style="list-style-type: none"> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <b>Beliefs &amp; Teachings</b> <ul style="list-style-type: none"> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</li> </ul> <b>Practices &amp; Lifestyles</b> <ul style="list-style-type: none"> <li>enjoys joining in with family customs and routines</li> </ul> <b>Expression &amp; Language</b>	<b>Thinking about Religion &amp; Belief:</b> <ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>recognise and name features of religions and beliefs</li> <li>retell religious, spiritual and moral stories</li> <li>identify how religion and belief is expressed in different ways</li> <li>identify similarities and differences in features of religions and beliefs</li> </ul> <b>Enquiring, Investigating &amp; Interpreting:</b> <ul style="list-style-type: none"> <li>identify what they find interesting and puzzling in life</li> </ul>	<b>Thinking about Religion &amp; Belief:</b> <ul style="list-style-type: none"> <li>make links between beliefs, stories and practices</li> <li>identify the impacts of beliefs and practices on people's lives</li> <li>identify similarities and differences between religions and beliefs</li> <li>comment on connections between questions, beliefs, values and practices</li> <li>describe the impact of beliefs and practices on individuals, groups and communities</li> <li>describe similarities and differences within and between religions and beliefs</li> </ul> <b>Enquiring, Investigating &amp; Interpreting</b> <ul style="list-style-type: none"> <li>investigate and connect features of religions and beliefs</li> </ul>	<b>Thinking about Religion &amp; Belief:</b> <ul style="list-style-type: none"> <li>explain connections between questions, beliefs, values and practices in different belief systems</li> <li>recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>explain how and why differences in belief are expressed</li> <li>use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</li> <li>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> <li>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</li> </ul>

	<ul style="list-style-type: none"> <li>• shows sensitivity to others needs and feelings</li> </ul> <p><b>Identity &amp; Experience</b></p> <ul style="list-style-type: none"> <li>• can describe self in positive terms</li> <li>• confident to speak to others about needs, wants and opinions</li> </ul> <p><b>Values &amp; Commitments</b></p> <p>they show sensitivity to others' needs, beliefs and feelings</p>	<ul style="list-style-type: none"> <li>• recognise that some questions about life are difficult to answer</li> <li>• ask questions about their own and others' feelings and experiences</li> </ul> <p><b>Beliefs &amp; Teachings:</b></p> <ul style="list-style-type: none"> <li>• recount outlines of some religious stories</li> <li>• retell religious stories and identify some religious beliefs and teachings</li> </ul> <p><b>Practices &amp; Lifestyles:</b></p> <ul style="list-style-type: none"> <li>• recognise features of religious life and practice</li> <li>• identify some religious practices and know that some are characteristic of more than one religion</li> </ul> <p><b>Expression &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• recognise some religious symbols and words</li> <li>• suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Identity and Experience:</b></p> <ul style="list-style-type: none"> <li>• identify aspects of own experience and feelings, in religious material studied</li> <li>• respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul> <p><b>Meaning &amp; Purpose:</b></p> <ul style="list-style-type: none"> <li>• identify things they find interesting or puzzling in religious material studied</li> </ul> <p><b>Values &amp; Commitments:</b></p> <ul style="list-style-type: none"> <li>• identify what is of value and concern to themselves in religious material studied</li> <li>• respond sensitively to the values and concerns of others including those with a faith in relation to matters of right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• ask significant questions about religions and beliefs</li> <li>• gather, select, and organise ideas about religion and belief</li> <li>• suggest answers to some questions raised by the study of religions and beliefs</li> <li>• suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> </ul> <p><b>Beliefs &amp; Teachings:</b></p> <ul style="list-style-type: none"> <li>• describe some religious beliefs and teachings of religions studied, and their importance</li> <li>• describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul> <p><b>Practices &amp; Lifestyles</b></p> <ul style="list-style-type: none"> <li>• describe how some features of religions studied are used or exemplified in festivals and practices</li> <li>• show understanding of the ways of belonging to religions and what these involve</li> </ul> <p><b>Expression &amp; Language</b></p> <ul style="list-style-type: none"> <li>• show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> </ul> <p><b>Identity &amp; Experience:</b></p> <ul style="list-style-type: none"> <li>• compare aspects of their own experiences and those of others, identifying what influences their lives</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>• compare their own and other people's ideas about questions that are difficult to answer</li> <li>• ask questions about puzzling aspects of life and experiences and suggest answers, making</li> </ul>	<p><b>Enquiring, Investigating &amp; Interpreting</b></p> <ul style="list-style-type: none"> <li>• suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• recognise and explain diversity within religious expression, using appropriate concepts</li> <li>• identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>• interpret religions and beliefs from different perspectives</li> <li>• interpret the significance and impact of different forms of religious and spiritual expression</li> </ul> <p><b>Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>• explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> <li>• make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary</li> </ul> <p><b>Practices &amp; Lifestyles</b></p> <ul style="list-style-type: none"> <li>• explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> <li>• explain in detail the significance of Christian practices and those of other faiths studied, to the lives of individuals and communities</li> </ul>
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			<p>reference to the teaching of religions studied</p> <p><b>Values &amp; Commitments</b></p> <ul style="list-style-type: none"> <li>ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<p><b>Identity &amp; Experience:</b></p> <ul style="list-style-type: none"> <li>make informed responses to questions of identity and experience in the light of their learning</li> <li>discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>make informed responses to questions of meaning and purpose in the light of their meaning</li> <li>express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul> <p><b>Values &amp; Commitments</b></p> <ul style="list-style-type: none"> <li>make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>
<p>Activities</p>	<p><b>Identity &amp; Belonging</b>  <b>Beliefs &amp; Practices</b>  <b>Sources of Wisdom</b>  <b>Symbols &amp; Actions</b></p> <ol style="list-style-type: none"> <li>Celebrating our Birthday – take photographs of each child for the class birthday display and children record their name for the display</li> <li>Our family celebrations – children identify different celebrations they celebrate with their family - children draw a picture of a family celebration – Adult to annotate picture/children record a label</li> <li>Autumn walk (link to the Christian celebration Harvest) and make autumn pictures from leaves collected</li> <li>Buddhism - children learn about the birthday of a religious leader called Buddha and how it is celebrated. Learn about birthday customs and</li> </ol>	<p><b>Beliefs &amp; Practices</b></p> <ol style="list-style-type: none"> <li>A mind map about what beliefs are and children think about their own beliefs – children begin to discuss the religions that they know about</li> <li>Christianity – children discuss Christianity and how it is one religion. Discuss who is God. Christians talk to God – they pray. Explore different types of Christian prayer and introduce the concept of being 'thankful'. Children draw their hand template and draw and write about what they are thankful for.</li> <li>Children discuss how people of different faiths pray. Children discuss if other faith groups pray to God – link to Christianity. Children discuss</li> </ol>	<p><b>Beliefs &amp; Practices</b></p> <ol style="list-style-type: none"> <li>Create a mind map about different world religions and write key words regarding practices, for example, places of worship, festivals celebrated. Introduce children to the 5Ks in Sikhism – the children think of their own questions to write about artefacts to find out more information about the 5Ks</li> <li>Christian religious festivals – discuss the importance of Christmas and Easter for Christians. Children design a poster about the significance of Christmas and Easter for Christians</li> <li>Discuss how Christians celebrate Advent and Christmas in the UK and compare to how Christians celebrate Advent and Christmas in other countries (Mexico and Norway) in the</li> </ol>	<p><b>Beliefs &amp; Practices</b></p> <ol style="list-style-type: none"> <li>Children make a mind map about everything that they already know about Christianity and discuss different denominations within Christianity. Children learn about how a Christian would live their life in Britain today with reference to baptism, pilgrimages and festivals celebrated. Children design a poster about being a Christian in Britain and the children can make comparisons within different denominations of Christianity</li> <li>See above – carried over 2 lessons</li> <li>Children make a mind map about everything that they already know about Judaism. Children will find out and will be able to explain what it</li> </ol>

	<p>traditions. Children make and decorate flowers</p> <ol style="list-style-type: none"> <li>5. Judaism – festival of Purim - Listen to the story of Esther. Sort pictures about how people do the right or the wrong thing</li> <li>6. Christianity - The Good Samaritan. Hot seating, listing qualities and discussing who is the nicest character in the story</li> <li>7. Harvest festival and assembly – listen to the story ‘The Little Red Hen’ – children make bread and talk about donating, class discussion about giving.</li> <li>8. Hinduism – Finding out about how Diwali is celebrated. Make a clay diva</li> <li>9. Hinduism – Celebrating Diwali. Making treats, Rangoli patterns, similarities to Guy Fawkes – focus on light</li> <li>10. Hinduism – Parent speaker to share experiences about how they celebrate Diwali. Children write a thank you letter and draw pictures about Diwali</li> <li>11. Judaism – festival of Hannukah - read story of Hannukah, explore artefacts e.g. oil lamps, menorah, questions to ask visitor</li> <li>12. Judaism – festival of Hannukah - Visit from Rabbi, story re-tell and asking questions</li> <li>13. Christianity – festival of Christmas - Nativity- story retell using small world Nativity role play</li> <li>14. Christianity – festival of Christmas - Visit from a Vicar – children talk about Advent and collect gifts/items for Advent Calendar collection – write a gift tag label</li> <li>15. Christianity – festival of Christmas - Christmas celebration - why and how do Christians celebrate? What date is Christmas? - Link to other festivals learnt about light - Nativity practice/Nativity performance</li> </ol>	<p>how Muslims pray. Children are able to help to create a mind map about how different faith groups pray and to whom</p> <ol style="list-style-type: none"> <li>4. Discuss how different world faiths believe how the world was made. Share the Creation story with the children and discuss how Christians, Jews and Muslims share the belief that God created the world</li> <li>5. Children are able to retell and explain the Creation story. Children are able to sequence the creation story</li> <li>6. Christian festival Harvest – children look at a selection of foods and discuss where they come from. Discuss what the Harvest festival is and why Christians celebrate Harvest – some Christian people say thank you to God and share with others</li> <li>7. Discuss and learn about how Muslims show their thanks for the natural world that we live in. Muslims believe that they are looking after something that is not theirs and they must show respect. Children listen to the story ‘The Baby Birds’ and are able to talk about its meaning in relation to the natural world.</li> </ol> <p><b>Sources of Wisdom</b></p> <ol style="list-style-type: none"> <li>1. Discuss what a special book or story is with the children. Children look at some precious books and are able to talk about why a particular book is valued or well-loved. Children design a front cover of a book that is special or precious to them</li> </ol>	<p>world. Children find out about the traditions carried out and their importance. Discuss the importance of sharing. Children research how Christmas is celebrated around the world using iPads and give feedback to their peers about what they have discovered</p> <ol style="list-style-type: none"> <li>4. Discuss the Christian festival Easter and its traditions. Children learn about how Easter is celebrated today in the UK and compare with how Easter is celebrated in another country in the world - Poland. The children are able to discuss similarities and differences. Children research how Easter is celebrated around the world using iPads and give feedback to their peers about what they have discovered</li> <li>5. Discuss how food is a common link as a part of worship for religions. For Christian’s food is shared during Christmas, Easter, and Shrove Tuesday – Pancake Day. For Sikhs the Langar meal is shared in the Gurdwara. Children learn about what the Langar is and its importance. The children make Karah Parshad and share it with each other</li> <li>6. Discuss how new babies are welcomed into Christian and Sikh communities. Make comparisons between the similarities and differences using artefacts. Children write a diary entry for a Sikh naming ceremony describing the significance of the different traditions</li> <li>7. Discuss what a pilgrimage is and talk about special places which people travel to. Children choose</li> </ol>	<p>means to live as a Jew in Britain today by considering pilgrimage to the Holy Land, how the Sabbath might be a precious gift and anti-Semitism. Children create interview questions in pairs about Judaism in Britain today and record interviews for peers to watch and discuss</p> <ol style="list-style-type: none"> <li>4. See above – carried over 2 lessons</li> <li>5. Buddhism – children find out about Buddhism, its influences and how Buddhists live in Britain today. Children discuss the impact Buddhism has on a person’s life</li> <li>6. Children recap on features of world religions and name festivals associated with each religion. Children choose a religious festival and carry out research on an iPad about how it is celebrated differently around the world. Children will prepare a presentation on their chosen festivals to share with their peers</li> <li>7. See above – carried over 2 lessons</li> </ol> <p><b>Sources of Wisdom</b></p> <ol style="list-style-type: none"> <li>1. Children are introduced to what ‘sacred’ means and discuss this with reference to objects that are sacred in different world religions. Children sort pictures of objects that are and are not sacred and can explain why something could be sacred to one person but not to another</li> <li>2. Children are able to identify and name the holy books for each one of the world religions. Children are able to discuss why a text is sacred and important. Children</li> </ol>
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Cultural Capital: Visits from family members about different religions (Hinduism, Christianity) and other faith speakers (Rabbi, Vicar)

2. Brainstorm special religious books. Children learn about how the Bible is a special book for Christians as it is a guide how to live their life. Children record what they have learnt about the Bible on a post it
3. Children listen to a parable from the Bible – The Good Samaritan. Children understand what a parable is – a story with a hidden meaning. Children can discuss the hidden meaning in this story. Children re-enact the story in small groups
4. Children listen to a parable from the Bible – The Lost Sheep. Children can link character description words to the characters from the parable
5. Children learn about how the Qur'an is a special book for Muslims and the routines involved when reading from and looking at the Qur'an. Children learn about how the words in the Qur'an came from God and how they were revealed to Muhammad. Children learn about who Muhammad is
6. Children learn about how the Torah is a special book for Jews and the routines involved when reading from and looking at the Torah. The Torah has rules written inside it which guide Jews about how to live. Children make Torah scrolls writing their own rules for living

a religion and write about that religion's place of pilgrimage on a postcard and write about what happens on that pilgrimage. For example, some Christians go to Lourdes, some Sikhs go to visit the Golden Temple in Amritsar in India

### Sources of Wisdom

1. Discuss what it means to be wise. Talk to the children about how Christians follow the 10 Commandments. Children think about a time when they have or have not acted wisely and discuss. Children make an acrostic poem using the word 'Wisdom'
2. Discuss who Jesus was and what he did. Talk about why Jesus is important to Christians. Children gather information about Jesus and create a passport displaying this information
3. Story of Pentecost and discuss what the Trinity is. Children make a stained glass window to represent the Trinity. Children discuss what three things make up them as a person – link to the Trinity.
4. Parable of the Good Samaritan. Children discuss the message in this story and how it is relevant today. Children think of questions to ask the 'Good Samaritan' about why he stopped to help
5. Discuss what a special book is for people of faith and how it is like a guide book or a manual to teach them and help them to live a better life. These special books contain words of wisdom. Children look at a Bible, a sacred book for Christians and

can discuss their own personal experiences about a sacred text if they wish to and what it means to them and their family. Children match up the world religion to the correct holy book and are able to record sentences about the main beliefs of each religion

3. Christianity – children look at the sacred book for Christians, the Bible and discuss how it is a source of wisdom. Children are introduced to the referencing system within a Bible - chapters and verses. Children find and share bible verses and discuss their significance, the message within the text
4. Judaism – children find out about the sacred book for Jews, the Torah and discuss how it is a source of wisdom and a guidance for living. Discuss how the first 5 books of the Old Testament makes up the Torah. Children discuss the importance of Psalms in the Torah
5. Islam – children find out about the sacred book for Muslims, the Qur'an and discuss how it is a source of wisdom. Children discuss some quotations from the Qur'an and explain what they mean. Children make a poster of a quote and explain the significance of the quote on the life of a Muslim
6. Discuss with the children why were all the sacred texts written a long time ago and children to discuss are they still relevant today and why and how. Children debate their ideas, asking relevant questions of their peers

Cultural Capital: Children to discuss their own knowledge about their faith and bring in artefacts to share and discuss amongst their peers. Visits from

		<p>Cultural Capital: Visits from people of different faiths (family members, school staff or faith speakers) to discuss their beliefs and talk about their holy books.</p>	<p>are able to locate the Old and New Testaments and can discuss what they have discovered</p> <ol style="list-style-type: none"> <li>6. Introduce children to the sacred texts for Hindus. Explain that the sacred texts Ramayana and Mahabharata are written as poems. Children learn about how the story of Rama and Sita at Diwali is from the sacred text Ramayana. Children make a comic strip about the story of Rama and Sita and record what Hindus learn from this story</li> <li>7. Children learn about how the sacred book for Muslims the Qur'an came to be. Children look at the words of wisdom in the Qur'an and can discuss.</li> </ol> <p>Cultural Capital: Visits from people of different faiths (family members, school staff or faith speakers) to discuss their beliefs and how they practice their faith. Children may bring in any artefacts that were used during their own christening or naming ceremony to share with their peers.</p>	<p>people of different faiths (family members, school staff or faith speakers) to discuss their beliefs and how they practice their faith.</p>
<p>Context (why are we teaching this here &amp; now)</p>	<p>Children are able to gain an understanding about how they belong to a family and other groups and can identify and talk about celebrations and festivals that they celebrate. The children can share their own experiences of celebrating a special occasion and a religious festival. They can learn about festivals other religions celebrate and gain an understanding about the significance of these festivals – why they are important to the religious groups celebrating them. By learning about the topic 'Identity and Belonging' this is enabling the children to show awareness of things and people that are important to them and link this to learning in RE. The children learn about festivals from</p>	<p>Children are able to learn about the beliefs and practices of different religious faiths and how this can impact faith groups on their everyday life. The children have the opportunity to discuss their own beliefs and practices and are able to contribute to the class discussions about the practices of different faiths linked to their own personal experiences. The children can discuss their own knowledge about special books or holy books and how their family may use a special or holy book. The children can discuss religious stories that they have heard or read and</p>	<p>The children can gain a deeper understanding about festivals that will be celebrated during this term, for example, Advent and Christmas, Diwali and will be able to discuss the traditions involved and why such traditions are carried out. The children can apply this knowledge about the beliefs and practices and the sources of wisdom from the focus world religions that they have learnt about and make comparisons between how faith communities in other countries around the world also celebrate for example, Advent and Christmas and Easter from the research that they have carried out. The children are able to share their</p>	<p>The children will have developed a wealth of knowledge and experiences about different world religions throughout KS1 and KS2 and they will be able to use this knowledge and skill set to be more independent in carrying out research about how people of faith live in Britain today and what it means to belong to a particular faith and how social and environmental factors can contribute to a person's faith. The children will have some prior knowledge regarding beliefs and practices of some world religions and they will be aware of the religious festivals that are celebrated throughout a year and of their significance.</p>

	different religions that all share a common theme, light. (Diwali - Hinduism, Christmas - Christianity, Hannukah - Judaism).	understand the meaning and message in a story.	own personal experiences of celebrations that they have participated in and their own knowledge about what they know about sacred texts and how they are used.	
<b>SPRING TERM</b>				
<b>Unit Title/s</b>	<b>Identity &amp; Belonging Sources of Wisdom Symbols and Actions Ultimate Questions</b>	<b>Symbols and Actions</b>	<b>Symbols and Actions</b>	<b>Symbols and Actions</b>
NC Links ELGs (Early Years) Scheme Outcomes	Show awareness of things and people that matter to them and link this to learning in RE Explore different ways of living, including beliefs and festivals Communicate about people, places and symbols and artefacts Listen and respond to religious stories Use imagination and curiosity to develop their wonder of the world and ask questions about it	Recognise how and why symbols and actions express religious meaning; notice some similarities between communities	Explain how a range of beliefs, symbolic expression and action (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.	Compare how and why a range of beliefs, expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and difference between and within communities
Skills to be developed	<p><b>Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</li> </ul> <p><b>Enquiring, Investigating &amp; Interpreting</b></p> <ul style="list-style-type: none"> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <p><b>Practices &amp; Lifestyles</b></p> <ul style="list-style-type: none"> <li>enjoys joining in with family customs and routines</li> </ul> <p><b>Expression &amp; Language</b></p> <ul style="list-style-type: none"> <li>shows sensitivity to others needs and feelings</li> </ul> <p><b>Identity &amp; Experience</b></p> <ul style="list-style-type: none"> <li>can describe self in positive terms</li> <li>confident to speak to others about needs, wants and opinions</li> </ul> <p><b>Meaning &amp; Purpose</b></p>	<p><b>Thinking About Religion &amp; Belief</b></p> <ul style="list-style-type: none"> <li>recall features of religious, spiritual and moral stories and other forms of religious expression</li> <li>retell religious, spiritual and moral stories</li> <li>identify how religion and belief is expressed in different ways</li> <li>identify similarities and differences in features of religions and beliefs</li> </ul> <p><b>Enquiring, Investigating &amp; Interpreting</b></p> <ul style="list-style-type: none"> <li>recognise symbols and other forms of religious expression</li> <li>identify possible meanings for symbols and other forms of religious expression</li> </ul> <p><b>Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>recount outlines of some religious stories</li> </ul> <p><b>Practices &amp; Lifestyles</b></p>	<p><b>Thinking About Religion &amp; Belief</b></p> <ul style="list-style-type: none"> <li>make links between beliefs, stories and practices</li> <li>comment on connections between questions, beliefs, values and practices</li> <li>describe similarities and differences within and between religions and beliefs</li> </ul> <p><b>Enquiring, Investigating &amp; Interpreting</b></p> <ul style="list-style-type: none"> <li>investigate and connect features of religions and beliefs</li> <li>describe and suggest meanings for symbols and other forms of religious expression</li> <li>gather, select, and organise ideas about religion and belief</li> </ul> <p><b>Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> </ul>	<p><b>Thinking About Religion &amp; Belief</b></p> <ul style="list-style-type: none"> <li>explain how and why differences in belief are expressed</li> <li>explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</li> </ul> <p><b>Enquiring, Investigating &amp; Interpreting</b></p> <ul style="list-style-type: none"> <li>suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>recognise and explain diversity within religious expression, using appropriate concepts</li> <li>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> <li>interpret religions and beliefs from different perspectives</li> </ul>

	<ul style="list-style-type: none"> <li>children ask for clarification if necessary</li> </ul> <p><b>Values &amp; Commitments</b> they show sensitivity to others' needs, beliefs and feelings</p>	<ul style="list-style-type: none"> <li>recognise features of religious life and practice</li> </ul> <p><b>Expression &amp; Language</b></p> <ul style="list-style-type: none"> <li>recognise some religious symbols and words</li> <li>suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Identity &amp; Experience</b></p> <ul style="list-style-type: none"> <li>identify aspects of own experience and feelings, in religious material studied</li> <li>respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>identify things they find interesting or puzzling in religious material studied</li> </ul> <p><b>Values &amp; Commitments</b></p> <ul style="list-style-type: none"> <li>identify what is of value and concern to themselves, in religious material studied</li> </ul>	<p><b>Practices &amp; Lifestyles</b></p> <ul style="list-style-type: none"> <li>show understanding of the ways of belonging to religions and what these involve</li> </ul> <p><b>Expression &amp; Language</b></p> <ul style="list-style-type: none"> <li>make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> <li>show using technical terminology how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> </ul> <p><b>Identity &amp; Experience</b></p> <ul style="list-style-type: none"> <li>compare aspects of their own experiences and those of others, identifying what influences their lives</li> <li>ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul> <p><b>Values &amp; Commitments</b></p> <ul style="list-style-type: none"> <li>make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>	<p><b>Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> <li>make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary</li> </ul> <p><b>Practices &amp; Lifestyles</b></p> <ul style="list-style-type: none"> <li>explain in detail the significance of Christian practices and those of other faiths studied to the lives of individuals and communities</li> </ul> <p><b>Expression &amp; Language</b></p> <ul style="list-style-type: none"> <li>compare the different ways in which people of faith communities express their faith</li> </ul> <p><b>Identity &amp; Experience:</b></p> <ul style="list-style-type: none"> <li>make informed responses to questions of identity and experience in the light of their learning</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>make informed responses to questions of meaning and purpose in the light of their meaning</li> </ul> <p><b>Values &amp; Commitments</b></p> <ul style="list-style-type: none"> <li>make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply</li> </ul>
Activities	<ol style="list-style-type: none"> <li>Wonder of the natural world – New Year – changes able to see in our natural environment - Winter Walk – children create a winter picture</li> <li>Identity and Belonging – how are weddings celebrated by people – look at wedding albums - children design a wedding outfit</li> </ol>	<ol style="list-style-type: none"> <li>Introduce children to symbols and link to children's personal experiences, for example school logo, club logos. Children identify different symbol. Children create a symbol to represent their table group</li> </ol>	<ol style="list-style-type: none"> <li>Discuss how symbols of light are used in Christianity. Children look at the painting 'The Light of the World' and discuss how Christians believe that Jesus in the light of the world. Explain what happens at Easter and the significance of light – Jesus is like a guiding light to his followers. Children are able to</li> </ol>	<ol style="list-style-type: none"> <li>Children think about how religious faith can be expressed through stained glass. Children look through different images of stained glass and children are able to think of their own story – link to how religious stories help people of faith to learn from them and how they have a moral. Children write their own story with a moral</li> </ol>

	<ol style="list-style-type: none"> <li>3. Identity and Belonging – how is a Christian wedding celebrated – children write a wedding invitation</li> <li>4. Identity and Belonging – how are Hindu and Muslim weddings celebrated – children look at Hindu and Muslim wedding photographs and observe similarities, any differences and compare</li> <li>5. Wonder of the natural world – children go on a walk and observe and talk about changes able to see in the natural environment – collect objects e.g. twigs, feathers, buds – plant daffodil bulbs and observe changes to bulbs planted</li> <li>6. Wonder of the natural world – children sort objects into groups 'living', 'dead' and 'neither' – talk about life cycles – link to growing daffodil bulbs</li> <li>7. Shrove Tuesday (16<sup>th</sup> Feb), - discuss who celebrates Shrove Tuesday – children make pancakes</li> <li>8. Creation of the world - Share Christian creation story about the beginning of the world - children develop their wonder of the world and can ask questions about it – children design a picture of what the world looks like to them</li> <li>9. Creation of the world - Share Hindu creation story about the beginning of the world - children compare similarities and any differences between the Hindu and Christian creation stories – children are able to ask questions</li> <li>10. Creation of the world - Share Muslim creation story about the beginning of the world - children compare similarities and any differences between the creation stories that they have heard – children are able to ask questions – children make a mind map about the draw pictures of the similarities in each story</li> </ol>	<ol style="list-style-type: none"> <li>2. Children are introduced to the symbols of different world religions including Christianity, Buddhism, Islam, Judaism, Hinduism and Sikhism. Children understand their meaning and are able to discuss their own experiences</li> <li>3. Discuss the importance of and the need for light in everyday life. Children make a class mind map to represent why we need light</li> <li>4. Discuss how light is a symbol of Christianity and what it represents. Children are able to include key vocabulary on the class mind map about what they have found out about how light is a symbol of Christianity - link to Advent</li> <li>5. Discuss how and why light is important in Judaism. Introduce the children to Hannukah and the importance of lighting the Menorah. Discuss the Shabbat and the lighting of candles. Children are able to include key vocabulary on the class mind map about light and what this symbolises in Judaism</li> <li>6. Christian baptism – what this means for Christians and how it happens. Introduce the new symbol of water and why water is important during a baptism</li> <li>7. Children are able to watch a video about a baptism and can share their own personal experiences about having been baptised or having attended a baptism. Children can look at and name</li> </ol>	<p>consider who is their guiding light and record the names of 5 people who guide them on a star and discuss how they guide them</p> <ol style="list-style-type: none"> <li>2. Discuss how symbols of light are used in Hinduism. Link to the story of Rama and Sita and Diwali – the lighting of a diva and its significance. Discuss how the use of lights in Diwali symbolises when light wins over darkness. Children think about the meanings of light has for them and record their ideas on a string of lights template</li> <li>3. Discuss the meaning of 'humility' and talk about examples of humility from world religions. Introduce the children to Sewa which is an act of selflessness carried out by Sikhs. Encourage the children to think about the act of Sewa and how they can apply this in their own daily lives</li> <li>4. Children can discuss what happens during a baptism and read the New Testament account of what happened when Jesus was baptised. Children learn about denominations of Christianity and what this means – there are some different practices and beliefs. Children look at and compare the similarities between an infant Catholic and Church of England baptism with a Christian Baptist Believers Baptism</li> <li>5. Christianity - children learn about what the Last Supper is and the importance of the symbols bread and wine and how they are used in Christian worship. Children look at Leonardo Da Vinci's painting of the Last Supper and record in speech bubbles about</li> </ol>	<ol style="list-style-type: none"> <li>2. Children recap on previous learning about how they looked at stained glass images and were able to write a story with a moral. Children will be creating their own stained glass window art work and will create a story around it. The children will express the moral of their story through their art work</li> <li>3. Children research how Diwali is celebrated by people from different communities around the world. The children are able to find similarities and differences between how Diwali is celebrated and are able to discuss why people celebrate the same festival differently</li> <li>4. Children compare Passover and Easter and are able to identify similarities. Children discuss if they share a common theme and make a story board about the festivals and write about the meaning behind them. Children can discuss why there can be similarities of festivals in different religions</li> <li>5. Children find out about the meaning of a murti, a scared image in Hinduism that helps people to be more focused. Children design their own image that would help them to keep focused</li> <li>6. Children to research how light is symbolic in world religions. Children to discuss when lights or candles are used during religious festivals and what they symbolise. Children carry out research in 3 or more religions and discover how light is used as a symbol. Children present their findings to their peers</li> <li>7. Children learn about Buddhist symbols and what they mean – link to the 5 precepts. Children create a symbol for 2 world</li> </ol>
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	<p>11. Spring Walk – talk about new beginnings – find signs of new beginnings e.g. daffodils, buds, blossom – talk about life cycles.</p> <p>12. Easter Story and symbols of Easter</p> <p><b>Cultural Capital: Visits from members of staff/family members about different religions (Hinduism, Muslim, Christianity – how weddings are celebrated) and other faith speakers (Vicar - Easter)</b></p>	<p>artefacts and discuss how they are used during a baptism. Children make a class mind map about the symbol of water in Christianity and how it is used during a baptism.</p> <p>8. Children compare a child and an adult baptism by watching a video and looking at photographs. Children are able to record sentences about what happens during a baptism and how the symbol water is used</p> <p>9. Introduce children to the Salat, the ritual prayer for Muslims and discuss the symbolism of Muslims removing their shoes before worship. Talk about the symbol of the crescent and star found on top of all mosques. Children have the opportunity to discuss their own personal experiences of visiting a mosque or saying the Salat. Children may discuss how and why they use a prayer mat</p> <p>10. Children role play the Salat and consider prayer using the Muslim format.</p> <p>11. Discuss why Easter is important to Christians. Children listen to the story of Palm Sunday and the Last Supper. Discuss the washing of the disciples' feet during the Last Supper and link to the symbol of water for Christians.</p> <p>12. The Easter Story – discuss how and why the Easter Story is important to Christians. Children make an edible Easter garden</p>	<p>what is happening during this meal and why</p> <p>6. Christianity and the importance of the symbol of the cross. What it means and why it is so important. Recap on the Easter story and the significance of the cross from this story</p> <p>7. Islam – discuss the 5 pillars of Islam and focus on the first pillar of Islam – this is the declaration of faith. Introduce the children to Shahada – children learn the words of the Shahada which are said before a Muslim prays. The children are able to explain what Shahada means and why it is important to Muslims</p> <p>8. Hinduism – children learn about Brahman and how Brahman is three gods in one. The children are shown the 12 deities and learn about the symbols associated with each one. The children research one of the Gods or Goddesses on an iPad and are able to present their findings to their peers</p> <p>9. See above – carried over 2 lessons</p> <p>10. Children recap on their research about Gods and Goddesses in Hinduism from the previous lesson. Children look at some Hindu religious art and can identify the symbols that they can see. Children can create their own god or goddess using inspiration from the Hindu religious art and write key words about their god or goddess and include a symbol to show meaning</p> <p>11. Explain that Christians, Hindus and Muslims pray in many different ways. They can use set forms of words. Children are able to watch clips of how</p>	<p>religions that have shared ideologies</p> <p>8. Children learn about the symbols of Hinduism and are able to make comparisons with Buddhist symbols, discussing similarities and differences</p> <p>9. Children learn about the symbol of Islam and the history behind the symbol</p> <p>10. Children research Christian symbols and are able to identify them in the local community. Children compare these symbols to other religions and what they represent</p> <p>11. Children learn about the symbols of Humanism. Children are able to discuss how their actions reflect their values</p> <p>12. Children learn about Sikh symbols. Children use all of their knowledge about what symbols from the different world religion mean and represent to debate and answer a thought provoking question about the importance and significance of religious symbols</p> <p><b>Cultural Capital: Children bring in religious symbols that are significant to their family to share and discuss with their peers if they have a religious faith</b></p>
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<p>Context (why are we teaching this here &amp; now)</p>	<p>New year and new starts          Finding out about how weddings are celebrated in different cultures and in religious traditions          Discussing the creation of the world for different religions          Asking and sharing 'big' questions about the world - becoming aware of own beliefs and the beliefs of others          How has the environment changed? (Seasons)          Exploring what happens at Easter and making connections between new beginnings – what happens in spring</p>	<p>The children have previously learnt about 'Beliefs and Practices' and 'Sources of Wisdom' so this will enable them to use their prior knowledge and apply it to learning about the symbols and actions of world faiths and being able to discuss the significance and importance of symbols and what they can mean to people of faith. The children can draw on their own personal experiences and be confident to share their own knowledge about the importance of for example saying the Salat,</p>	<p>The children can apply their knowledge about the sacred texts that Hindus use and read when discussing symbols of significance for Hindus regarding the festival of Diwali and how important light is. The children have learnt about how Easter is important for Christians and will be able to apply this knowledge about the significance of the cross at Easter. The children have previously learnt about how the Qur'an is a sacred text for Muslims and provides words of wisdom. The children are now able to discuss the symbolism and the meaning of the Shahada</p>	<p>The children are able to incorporate their knowledge and learning from previous units studied to be able to reflect on the significance and importance to different world religions about symbols and actions. The children are actively encouraged to discuss their own personal experiences and knowledge about symbols and actions and what they mean to individuals within the same community.</p>

		witnessing a candle being lit for Shabbat or during Advent. The children may have participated in certain rituals or celebrated special events and can discuss their own understanding and shared experiences of the symbolism used during these special family occasions or the actions taken and why.	which is the Muslim profession of faith and one of the Five Pillars of Islam. The children are able to apply and use appropriate religious vocabulary to discuss their ideas and learning to deepen their understanding about the symbols and actions of world religions.	
<b>SUMMER TERM</b>				
Unit Title/s	<b>Prayer, Worship and Reflection Human Responsibilities &amp; Values Justice &amp; Fairness Sources of Wisdom</b>	<b>Prayer, worship and reflection</b>	<b>Prayer, worship and reflection</b>	<b>Prayer, worship and reflection</b>
NC Links ELGs (Early Years) Scheme Outcomes	Show awareness of things and people that matter to them and link this to learning in RE Explore different ways of living, including beliefs and festivals Listen and respond to religious stories Communicate through talk or gesture about prayer Understand what is right, wrong and fair Explore how people show concern for each other and the world around them	Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces
Skills to be developed	<b>Beliefs &amp; Teachings</b> <ul style="list-style-type: none"> <li>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</li> </ul> <b>Enquiring, Investigating &amp; Interpreting</b> <ul style="list-style-type: none"> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul> <b>Practices &amp; Lifestyles</b> <ul style="list-style-type: none"> <li>enjoys joining in with family customs and routines</li> </ul> <b>Expression &amp; Language</b> <ul style="list-style-type: none"> <li>shows sensitivity to others needs and feelings</li> </ul> <b>Identity &amp; Experience</b>	<b>Thinking About Religion &amp; Belief</b> <ul style="list-style-type: none"> <li>recognise and name features of religions and beliefs</li> <li>identify similarities and differences in features of religions and beliefs</li> </ul> <b>Enquiring, Investigating &amp; Interpreting</b> <ul style="list-style-type: none"> <li>recognise symbols and other forms of religious expression</li> <li>ask questions about their own and others' feelings and experiences</li> <li>recognise that some questions about life are difficult to answer</li> </ul> <b>Beliefs &amp; Teachings</b>	<b>Thinking About Religion &amp; Belief</b> <ul style="list-style-type: none"> <li>identify the impact of beliefs and practices on people's lives</li> <li>identify similarities and differences between religions and beliefs</li> </ul> <b>Enquiring, Investigating &amp; Interpreting</b> <ul style="list-style-type: none"> <li>investigate and connect features of religions and beliefs</li> <li>ask significant questions about religions and beliefs</li> <li>describe and suggest meanings for symbols and other forms of religious expression</li> <li>suggest answers to some questions raised by the study of religions and beliefs</li> </ul> <b>Beliefs &amp; Teachings</b>	<b>Thinking About Religion &amp; Belief</b> <ul style="list-style-type: none"> <li>recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</li> </ul> <b>Enquiring, Investigating &amp; Interpreting</b> <ul style="list-style-type: none"> <li>suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>identify the influences on, and distinguish between, different viewpoints within religions and beliefs</li> </ul>

	<ul style="list-style-type: none"> <li>• can describe self in positive terms</li> <li>• confident to speak to others about needs, wants and opinions</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>• children ask for clarification if necessary</li> </ul> <p><b>Values &amp; Commitments</b></p> <ul style="list-style-type: none"> <li>• they show sensitivity to others' needs, beliefs and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• retell religious stories and identify some religious beliefs and teachings</li> </ul> <p><b>Practices &amp; Lifestyles:</b></p> <ul style="list-style-type: none"> <li>• recognise features of religious life and practice</li> </ul> <p><b>Expression &amp; Language</b></p> <ul style="list-style-type: none"> <li>• suggest meanings in religious symbols, language and stories</li> </ul> <p><b>Identity &amp; Experience</b></p> <ul style="list-style-type: none"> <li>• respond sensitively to the experiences and feelings of others, including those with a faith</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>• identify things they find interesting or puzzling, in religious materials studied</li> <li>• realise that some questions that cause people to wonder are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>• describe some religious beliefs and teachings of religions studied, and their importance</li> <li>• describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul> <p><b>Practices &amp; Lifestyles</b></p> <ul style="list-style-type: none"> <li>• describe how some features of religions studied are used or exemplified in festivals and practices</li> <li>• show understanding of the ways of belonging to religions and what these involve</li> </ul> <p><b>Expression &amp; Language</b></p> <ul style="list-style-type: none"> <li>• show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> </ul> <p><b>Identity &amp; Experience</b></p> <ul style="list-style-type: none"> <li>• ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>• ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>	<ul style="list-style-type: none"> <li>• interpret religions and beliefs from different perspectives</li> </ul> <p><b>Beliefs &amp; Teachings</b></p> <ul style="list-style-type: none"> <li>• explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul> <p><b>Practices &amp; Lifestyles</b></p> <ul style="list-style-type: none"> <li>• explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> </ul> <p><b>Identity &amp; Experience:</b></p> <ul style="list-style-type: none"> <li>• make informed responses to questions of identity and experience in the light of their learning</li> </ul> <p><b>Meaning &amp; Purpose</b></p> <ul style="list-style-type: none"> <li>• express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths</li> </ul> <p><b>Values &amp; Commitments</b></p> <p>make informed responses to people's values and commitments (including religious ones) in the light of their learning</p>
Activities	<ol style="list-style-type: none"> <li>1. Places in the home and community that are special and important to the children – children can talk about why these places are important to them</li> <li>2. Places of worship that are special and important to different religious groups – children look at and name objects found in places of worship</li> <li>3. Prayer and reflection for people - focus on how Christians pray and their place of worship</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about how different religious groups pray and worship. Discuss what a prayer is and what a place of worship is. Children have the opportunity to share their ideas. Children make a prayer mind map</li> <li>2. Recap the Salat, the ritual prayer for Muslims and discuss the symbolism of Muslims removing their</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss places that are special to us and what makes a place sacred. Children talk about what they might see in a place that is sacred for people who have faith. Children can create a drawing of a special place and then answer questions about their special place and are able to differentiate between special and sacred</li> </ol>	<ol style="list-style-type: none"> <li>1. Children mind map what they know about prayer and what prayer means for different world religions and the names of prayers that they say. Children compare Christian prayer and worship and are able to discuss if Christians need to worship in a church to connect with God</li> <li>2. Children discuss what 'church' means for Christians – it is a place of worship but children discuss the</li> </ol>

	<ol style="list-style-type: none"> <li>4. Prayer and reflection for people - focus on how other religions pray and their places of worship</li> <li>5. Iman to visit to share his experience and knowledge about prayers and his place of worship – a mosque – children to ask questions</li> <li>6. Learn about the festival Eid-al-Fitr and how it is celebrated – Islam</li> <li>7. Talk about people who are important to us – who cares for us and who do we care about – children make a class book</li> <li>8. Children talk about how they show others that they care for them – role play scenarios where children are identifying how people are being cared for/not cared for – children design a ‘How to care for others’ Poster</li> <li>9. How do we show care and concern for our world? – discuss recycling and how we can look after the earth. Think of items we use natural/man made.</li> <li>10. Recap and discuss different faith creation stories – children talk about what they can do to show care and concern for the planet. Focus on recycling/litter in local area (school) - do a litter pick.</li> <li>11. Discuss what is fairness? Play a game with unfair rules so the teacher always wins – replay the game with new rules – children talk about the difference between both games</li> <li>12. How can fairness be different? Compare pictures of fairness</li> <li>13. Discuss what is justice? Link to class rules and ask children to talk about what happens if they break them.</li> <li>14. Discuss how religious leaders and people try to be fair and kind and do the right thing. Share with children a story about how Jesus was kind and cared for others.(Christianity)</li> </ol>	<p>shoes before worship. Recap the symbol of the crescent and star found on top of all mosques. Children have the opportunity to discuss their own personal experiences of visiting a mosque or saying the Salat. Children may discuss how and why they use a prayer mat. Role play with Muslim children in class how and why they say the Salat</p> <ol style="list-style-type: none"> <li>3. Children use their previous knowledge from Lesson 2 to brainstorm ideas about how and why Muslims say the Salat. Children record what Muslims do during Salat and why</li> <li>4. Children are able to identify the Christian symbol of a cross and can discuss its importance. Children learn about how Catholics pray using rosary beads. Children draw rosary beads and can record what they are used for</li> <li>5. Children discuss how Hindu's pray and worship using their five senses. Hindus place of worship is a Mandir and they use their senses when praying. Children record the different ways that Hindus are able to use their senses in the Mandir</li> <li>6. Hinduism and Puja – children use their five senses to think about how to welcome a guest into their home and share their ideas</li> <li>7. Children discuss how Sikhs pray and worship. Talk to the children about the Langar and ask the children where</li> </ol>	<ol style="list-style-type: none"> <li>2. Christianity - children go on a virtual tour of a church and discuss who visits a church – a Christian. Children learn about the key features of a church and they have the opportunity to watch a Christian service. Children can record the features of a church and describe their significance</li> <li>3. Christianity - children find out about the Eucharist and what the symbols used mean. Children can discuss their prior learning about the symbols used during the Eucharist and are able to match up symbols with the correct definition about communion</li> <li>4. Islam – children are shown an image of a mosque and are able to name it. Children learn about the Musulla and the importance of Mount Hira to Muhammed. Children can identify objects found in a mosque and they are able to record the features of a mosque and describe their significance</li> <li>5. Hinduism – children learn about what happens during Puja - this is an act of worship where Hindus worship gods and goddesses every day in their home, at a temple (Mandir) or at a shrine. Children learn about the items kept on a Puja tray. During Puja Hindus offer different things to the gods and goddesses and mantras are chanted. Children are given images of a Hindu god or goddess to create their own Hindu shrine using a cardboard box and they add labels describing why the shrine is sacred</li> </ol>	<p>deeper meaning, how Christians are the church. Children look at and read a verse from the Bible to clarify this. Children can explain and write what the verse means in detail</p> <ol style="list-style-type: none"> <li>3. Children learn about what prayer and worship mean in Judaism. Introduce children to the prayer the Shema, it is about listening and being still. Children listen to the Psalm The Lord is my Shepherd and discuss the meaning. Children perform the Psalm as a silent freeze frame</li> <li>4. Buddhism and meditation – what is meditation and why is it important to Buddhists. Children engage in 2 different meditations and can make comparisons. Discuss what the ultimate goal is for Buddhists, to reach enlightenment and this can be achieved by meditating</li> <li>5. Make comparisons between prayer and meditation. Children are able to identify the features of prayer and meditations and can discuss the similarities and differences</li> <li>6. Children research how beliefs and practices impact on the life of a Buddhist. Link to previous learning on the importance of meditating for Buddhists. Children think of questions to research to find out information</li> <li>7. Children use their questions and research from the previous week to create an interview-style role play – some children are able to answer the questions asked about Buddhism explaining their beliefs and the impact on their lives</li> <li>8. Children investigate the role of prayer and worship in Hinduism. Children carry out research on Hindu prayers and find out about</li> </ol>
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		Cultural Capital: Visits from people of different faiths to discuss how they pray and what prayers do they say and why – ask a Christian to visit the children at school to discuss this.	praying to and what they expect to happen.	
Context (why are we teaching this here & now)	<p>Understanding about special places and how to care for the people who are important to them.</p> <p>Gaining knowledge about places of worship for religious groups and about how some people pray and reflect.</p> <p>Understanding the difference between right and wrong, what is fair and just.</p> <p>Understanding how to take responsibilities for actions and how to treat others.</p> <p>Explored how to look after planet earth and the changes that we can make/what we can do to help show care and concern for the world we live in.</p> <p>Understand how religious leaders set an example about how to show care and concern for others and the world we live in by the telling of stories.</p>	The children have been able to link their previous learning throughout the year and make connections between religious beliefs and practices, sources of wisdom and symbols that you may find in places of worship and can discuss where sacred texts are kept or can be found in a place of worship. Children are able to use their own experience of visiting a place of worship or are able to use the experience of visiting a place of worship on a school excursion about what happens in a place of worship and its importance.	The children are able to apply their RE knowledge and understanding throughout the year to discuss how different world religions pray and worship and make connections with their learning in the topics Symbols and actions and Sources of Wisdom. The children can make comparisons between how different world religions say prayers and discuss the key features in places of worship and how they are significant to the beliefs and practices of each religion that they have learnt about. The children are encouraged to make links to their own personal experiences with regards to how they might or might say a prayer or engage in quiet reflection.	The unit 'Prayer, worship and reflection' is taught in the final term of the year to enable the children to apply all of the skills and knowledge that they have previously acquired and are able to participate in thought provoking discussions and debates about how world religions pray and worship. The children are able to make comparisons between how people of faith pray and what prayer means to individuals.

SCIENCE	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	<p><b>Autumn 1: Look at Me</b>  <b>Using my senses</b>  <b>I am growing</b>  <b>My local area</b></p>	<p><b>Autumn 1 &amp; 2: Everyday Materials (Materials and Objects)</b></p>	<p><b>Autumn 1: Rocks (Types, fossils and soil)</b></p>	<p><b>Autumn :Evolution &amp; Inheritance (Evolution, Adaptation &amp; Inheritance)</b></p>
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>'The Growing Story'</b>  <b>UW ELG 14</b>  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Distinguish between an object and the material it is made of, name everyday materials (wood, plastic, glass, metal, water &amp; rock), describe physical properties of everyday materials, group materials according to physical properties</p>	<p>Group rocks on the basis of appearance and simple properties, describe how fossils are formed when living things are trapped within rock, recognise soils are made from rocks and organic matter</p>	<p>Living things have changed over time, fossils as evidence of things that inhabited earth millions of years ago, offspring and how they are not identical to their parents, how animals and plants have adapted to suit their environments, adaption may lead to evolution</p>
	<p><b>Autumn 2: Twinkly Lights and Gloomy Nights</b>  <b>Nocturnal animals</b></p>		<p><b>Autumn 2: States of Matter (Solid, liquid and gas)</b></p>	
	<p><b>'The Owl who was afraid of the Dark'</b>  <b>'Owl Colour Story'</b>  <b>'Night Monkey, Day Monkey'</b>  <b>UW ELG 14</b>  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		<p>Group materials according to whether they are solid, liquid or gas, some materials change state when heated or cooled, research the temperature at which change occurs n degrees Celsius, evaporation &amp; condensation in the water cycle, associate rate of evaporation with temperature</p>	

<p>Skills to be developed</p>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Know about the similarities and differences in relation to places, objects, materials and living things</li> <li>• Comments and questions about the world and place where they live. Shows care and concern for the environment.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• Show curiosity about objects, events and people Playing &amp; Exploring Questions why things happen Speaking: 30-50 months</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world The World: 30-50 months</li> <li>• Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing &amp; Exploring</li> <li>• Answer how and why questions about their experiences ELG: Understanding Make observations of animals and plants and explain why some things occur, and talk about changes ELG: The World</li> </ul>	<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask simple questions and recognising that they can be answered in different ways</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions.</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>• I can compare things. I sort and group them</li> <li>• I observe closely</li> <li>• I gather and record simple data in different ways</li> <li>• I talk about what I have found out</li> <li>• I ask simple questions</li> <li>• I recognise that questions can be answered in different ways</li> </ul>	<p><b>Autumn 1 Rocks:</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions and using different types of scientific enquiries to answer them</li> <li>• set up simple practical enquiries, comparative and fair tests</li> <li>• make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> </ul>	<p><b>Autumn 1 Evolution and Inheritance:</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>• I plan different types of scientific enquiries to answer questions</li> <li>• I can set up fair tests when necessary</li> <li>• I decide what observations and measurements to make</li> <li>• I decide how to record data and results. I can use scientific diagrams, labels,</li> </ul>
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			<ul style="list-style-type: none"> <li>• use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>• I ask my own questions and use different ways to answer them</li> <li>• I set up my own simple tests</li> <li>• I make careful observations</li> <li>• I use different equipment to measure accurately in standard units</li> <li>• I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables</li> <li>• I explain what I have found out using speaking and writing</li> <li>• I use relevant scientific language</li> </ul>	<p>classification, keys, tables and a variety of graphs</p> <ul style="list-style-type: none"> <li>• I report and present findings using speaking and writing including displays and presentations</li> <li>• I use relevant scientific language and illustrations</li> </ul>
			<p><b>Autumn 2 Solids, Liquids, Gases:</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions and using different types of scientific enquiries to answer them</li> <li>• set up simple practical enquiries, comparative and fair tests</li> </ul>	

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|  |  |  | <ul style="list-style-type: none"><li>• make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li><li>• gather, record, classify and present data in a variety of ways to help in answering questions</li><li>• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• identify differences, similarities or changes related to simple scientific ideas and processes</li><li>• use straightforward scientific evidence to answer questions or to support their findings.</li></ul> |  |
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			<b>Key Skills (Pupil Friendly):</b> <ul style="list-style-type: none"> <li>• I ask my own questions and use different ways to answer them</li> <li>• I set up my own simple tests</li> <li>• I make careful observations</li> <li>• I use different equipment to measure accurately in standard units</li> <li>• I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables</li> <li>• I explain what I have found out using speaking and writing</li> <li>• I draw simple conclusions and make predictions for new values</li> <li>• I use relevant scientific language</li> <li>• I suggest improvements and raise further questions</li> </ul>	
Activities	<b>Autumn 1: Looking at me</b> <ol style="list-style-type: none"> <li>1. Exploring parts of the face- self portraits</li> <li>2. Naming parts of the body</li> <li>3. Exploring my senses- practical activity</li> <li>4. Read "Once There Were Giants"- linked to History and talk about changes that happen over time from a baby until now</li> <li>5. My family focus- talk about some of the similarities and differences in relation to friends or</li> </ol>	<b>Autumn: Everyday Materials</b> <ol style="list-style-type: none"> <li>1. Sort objects/materials (photo collage)</li> <li>2. Sort objects independently and record using venn diagrams</li> <li>3. Sort according to materials and challenge question</li> <li>4. Generate investigation questions using a mind map</li> </ol>	<b>Autumn 1 Rocks:</b> <ol style="list-style-type: none"> <li>1. Observe rocks- compare similarities and differences</li> <li>2. Create key/branching database to identify and classify rocks</li> <li>3. Rock detectives- look at rocks around us (BBC Clips) Explain why certain rocks have been used (natural and man-made)</li> </ol>	<b>Autumn Evolution and Inheritance:</b> <ol style="list-style-type: none"> <li>1. Measuring variations between humans (compare and contrast grid)</li> <li>2. Breeding dogs and plants (negatives and positives)</li> <li>3 &amp; 4. Selective breeding debate</li> <li>5. Observing the growth of wild plants- choose environmental variable to investigate</li> <li>6. Set up fair test investigation</li> </ol>

	<p>family- draw your family and label them 6. Focus on Autumn (weather)</p> <p><b>Autumn 2: Twinkly Night and Gloomy Nights</b></p> <ol style="list-style-type: none"> <li>1. Sources of light- focus linked to Fireworks and Diwali</li> <li>2. Life cycle of an owl- ordering pictures</li> <li>3. Night and day animals- looking at similarities and differences linked to Night Monkey Day Monkey</li> <li>4. Nocturnal animals- grouping animals and describing them</li> <li>5. Hibernation of animals hedgehogs/ bears- Make a poster</li> <li>6. Focus on Autumn (weather) <b>cc potential: Reptile visit?</b></li> </ol>	<ol style="list-style-type: none"> <li>5. Intro to a fair test- waterproof V absorbent. Think about method</li> <li>6. Predictions</li> <li>7. Test and investigate</li> <li>8. Complete investigation and record results</li> </ol> <p>9-12- Developing Young Scientists Dunking Cotton Wool Investigation</p>	<ol style="list-style-type: none"> <li>4. Carry out a scratch test (soft/hard) and record results</li> <li>5. Predict which rocks are absorbent/waterproof. Investigate.</li> <li>6. Rock changes over time- observe. Erosion</li> <li>7. Permeability of soil investigation</li> <li>8. Fossils-draw and describe</li> </ol> <p><b>cc potential: Visit to an archaeology site to look at fossils</b> <b>cc potential: Visit from a scientist who studies erosion</b></p> <p><b>Autumn 2 States of Matter:</b></p> <ol style="list-style-type: none"> <li>1. Identify solid/liquid/gas. Explain how you know which one is which.</li> <li>2. Water Cycle- label and describe</li> <li>3. Plan the investigation 'How fast does ice melt?' in groups. Investigate and record</li> <li>4. Insulate an ice lolly investigation- design and plan</li> <li>5. Insulate an ice lolly- investigation</li> <li>6. Create slime. Write instructions/steps</li> <li>7. Is slime a solid or liquid? Investigate</li> </ol> <p><b>Infinity water visit/trip to look at how they prevent reservoirs from freezing in the colder weather</b></p> <p><b>TFL- how do they cope with adverse weather and keeping public transport moving</b></p>	<ol style="list-style-type: none"> <li>7. Animal research task- look at what animals need to survive in environments (behavioural and physical)</li> <li>8. Research a living thing that no longer exists (link to the dodo)</li> <li>9. Labelled diagram about an animal they have invested</li> <li>10. Research and create a PPT about fossils</li> <li>11. Recap on natural selection processes</li> </ol> <p><b>Visit from a dog/animal breeder for the children to interview</b></p>
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Context (why are we teaching this here & now)	The children are exploring their new environment and routine. Through Forest School, mud kitchen and outdoor play opportunities the children will develop an understanding of the environment and caring for other living things.	Beginning the year with looking at materials, their properties and uses underpins many other elements of learning in science which will follow in the future terms. Exploring materials also allows the children to try their first investigation in an easily controlled context. The children have explored different materials through art, DT and science in Year 1 and Reception.	These topics compliment each other. By investigating rocks and soils it allows the children to understand erosion and make links to how gases and water can affect materials.	This follows on from learning about puberty and human development in the summer term (PSHE) linking in with breeding (controlled reproduction) and how physical behaviours adapt and change.
<b>SPRING TERM</b>				
Unit Title/s	<b>Spring 1: Fantastic Food Changes of State</b>	<b>Spring 1 &amp; 2: Animals Including Humans (Common Animals, Plants &amp; Diets)</b>	<b>Spring 1: Living Things &amp; Their Habitats (Classification &amp; Human Effect on Environment)</b>	<b>Spring 1 &amp; 2: Forces (Gravity, Friction &amp; Mechanisms)</b>
NC Links ELGs (Early Years) Scheme Outcomes	<p><b>‘Hungry Caterpillar’ UW ELG 14</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	Common animals (fish, amphibians, reptiles, birds & mammals), common carnivores, herbivores & omnivores, compare structure of common animals, body parts, senses	Group living things in a variety of ways, use classification keys to help group, identify & name a variety of living things in the local & wider environment, environments change and this poses dangers to living things	Unsupported objects fall towards earth because of gravity, effects of air and water resistance and friction between moving surfaces, levers, pulleys and gears allow a smaller force to have a greater effect
	<b>Spring 2: Once upon a Time Materials and structures</b>		<b>Spring 2: Plants (Parts &amp; Growth)</b>	
	<p><b>‘Jack and the Beanstalk’ UW ELG 14</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why</p>		Functions of different parts of flowering plants (roots, stem/trunk, leaves & flowers), requirements of plants for life & growth (air, light, water, nutrients from soil, room to grow) & how they vary from plant to plant, transportation of water in plants, life cycle of flowering plants (pollination, seed formation & seed dispersal)	

	some things occur, and talk about changes.			
Skills to be developed	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change</li> <li>Familiar with basic scientific concepts such as: floating, sinking and experimentation</li> <li>They know the properties of materials and can suggest some of the purposes that they are used for.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Develop ideas of grouping, sequences, cause and effect Creating &amp; Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World</li> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world The World: 30-50 months</li> <li>Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing &amp; Exploring</li> <li>Make links and notice patterns in their experience Creating &amp; Thinking Critically</li> <li>Choose the resources they need for their chosen</li> </ul>	<p><b>Spring 1 : Animals Including Humans (Common Animals, Plants &amp; Diets)</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>ask simple questions and recognising that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>identify and classify</li> <li>use their observations and ideas to suggest answers to questions</li> <li>gather and record data to help in answering questions</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>I can compare things. I sort and group them</li> <li>I observe closely</li> <li>I gather and record simple data in different ways</li> <li>I talk about what I have found out</li> <li>I use simple scientific language</li> <li>I ask simple questions</li> <li>I recognise that questions can be answered in different ways</li> </ul>	<p><b>Spring 1: Living Things &amp; Their Habitats (Classification &amp; Human Effect on Environment)</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to</li> </ul>	<p><b>Spring Forces and Gravity: Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p>

	<p>activities ELG: Self Confidence &amp; Self Awareness Handle equipment and tools effectively ELG: Moving &amp; Handling</p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects Being Imaginative: 40-60+ months</li> <li>• Answer how and why questions about their experiences ELG: Understanding Make observations of animals and plants and explain why some things occur, and talk about changes ELG: The World</li> </ul>		<p>answer questions or to support their findings.</p> <p><b>Key Skills (Pupil Friendly)</b></p> <ul style="list-style-type: none"> <li>• I ask my own questions and use different ways to answer them</li> <li>• I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables</li> <li>• I explain what I have found out using speaking and writing</li> <li>• I draw simple conclusions and make predictions for new values</li> <li>• I use relevant scientific language</li> <li>• I suggest improvements and raise further questions</li> </ul>	<ul style="list-style-type: none"> <li>• I ask different kinds of questions</li> <li>• I plan different types of scientific enquiries to answer questions</li> <li>• I can set up fair tests when necessary</li> <li>• I decide what observations and measurements to make</li> <li>• I use different scientific equipment to measure with precision. I take repeat readings when appropriate</li> <li>• I decide how to record data and results. I can use scientific diagrams, labels, classification, keys, tables and a variety of graphs</li> <li>• I report and present findings using speaking and writing including displays and presentations</li> <li>• I use relevant scientific language and illustrations</li> <li>• I use results to make predictions and set up more tests (including fair tests)</li> </ul>
		<p><b>Spring 2 Animals including Humans</b></p> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask simple questions and recognising that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p>	<p><b>Spring 2: Plants (Parts &amp; Growth)</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions and using different types of scientific enquiries to answer them</li> <li>• set up simple practical enquiries, comparative and fair tests</li> <li>• make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including</li> </ul>	

		<ul style="list-style-type: none"><li>• I can compare things. I sort and group them</li><li>• I observe closely</li><li>• I talk about what I have found out</li><li>• I use simple scientific language</li><li>• I ask simple questions</li></ul>	<p>thermometers and data loggers</p> <ul style="list-style-type: none"><li>• gather, record, classify and present data in a variety of ways to help in answering questions</li><li>• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• identify differences, similarities or changes related to simple scientific ideas and processes</li><li>• use straightforward scientific evidence to answer questions or to support their findings</li></ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"><li>• I ask my own questions and use different ways to answer them</li><li>• I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables</li><li>• I explain what I have found out using speaking and writing</li></ul>	
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			<ul style="list-style-type: none"> <li>• I draw simple conclusions and make predictions for new values</li> <li>• I use relevant scientific language</li> <li>• I suggest improvements and raise further questions</li> </ul>	
Activities	<p><b>Spring 1: Fantastic food</b></p> <ol style="list-style-type: none"> <li>1. Gingerbread man - changes of state of ingredients when cooked - instructions</li> <li>2. Life cycle of a caterpillar – sequence and label</li> <li>3. Changes over time -Role play life cycle</li> <li>4. Sorting food items into groups</li> <li>5. Creating a food diary link to Hungry Caterpillar –zig zag book</li> <li>6. Compare and contrast different insects- Linked to crunching munching caterpillar</li> </ol> <p><b>Spring 2: Once upon a time</b></p> <ol style="list-style-type: none"> <li>1. Jack and the beanstalk- What do plants need to grow poster?</li> <li>2. Planting seeds and caring for them</li> <li>3. Seed diary of growth</li> <li>4. Order pictures of a chicken</li> <li>5. Name the seasons and identify a key characteristic associated with each season</li> <li>6. Sorting materials into categories e.g glass, rubber, wood etc.</li> <li>7. Exploring seasons spring cc potential: Visit from a keen gardener.</li> </ol> <p>cc potential- Trip to Cassiobury Park</p>	<p><b>Spring 1: Animals Including Humans (Common Animals, Plants &amp; Diets)</b></p> <ol style="list-style-type: none"> <li>1. Mind map- what we already know about animals</li> <li>2. Identify animals- write clues</li> <li>3. Iguana/lizard/crocodile clay model</li> <li>4. Features of birds- A3 poster (paired activity)</li> <li>5. Fish observation- label key features</li> <li>6. How do animals move? Note down in pairs after investigating a selection of animals</li> </ol> <p><b>Spring 2:</b></p> <ol style="list-style-type: none"> <li>1. Herbivores/omnivores- classify animals</li> <li>2. Senses- identify nocturnal animals</li> <li>3. Order lifecycle of a hen (captions in a group)</li> <li>4. Order lifecycle/ create own lifecycle with written explanations of the process</li> <li>5/6. Chicks observations</li> <li>7. Label body parts</li> </ol>	<p><b>Spring 1: Living Things &amp; Their Habitats (Classification &amp; Human Effect on Environment)</b></p> <ol style="list-style-type: none"> <li>1. Sort leaves into groups- draw and label them link to classification and labelling of trees</li> <li>2. Animal habitats- local habitat investigation</li> <li>3. Habitat investigation- other animals around the world. Why do camels live in deserts? Etc</li> <li>4. Create yes/no questions for animals to create a database</li> <li>5. Comparison of building on animal habitats. Use 'Window' by Jeannie Baker</li> <li>6. Food Chains</li> </ol> <p><b>Spring 2: Plants (Parts &amp; Growth)</b></p> <ol style="list-style-type: none"> <li>1. Label flowering plant- describe/list what they need to be healthy</li> <li>2. Carnation/celery- predict and observe how water moves around a plant</li> <li>3. Create a role play to describe the process of pollination</li> <li>4. Trip to Wetlands Centre</li> </ol>	<p><b>Spring: Forces</b></p> <ol style="list-style-type: none"> <li>1. Measuring force to move a matchstick box</li> <li>2. Comparing air resistance and mass on falling objects</li> <li>3. Investigate the way to change speed/direction/movement of bubbles</li> <li>4. Investigate parachutes- change variable and record in a graph</li> <li>5. Measure time taken for a ship's bow to fall through water</li> <li>6. Investigate objects in water (vegetables/clay and the effects of salt)</li> <li>7. Investigate springs and rubber bands- how do they stretch and extend</li> <li>8. Compare lever/force on objects</li> <li>9. Create a two pulley system</li> <li>10. Investigate gears slow down/move up</li> <li>11. Assessment- gravity and drag forces and annotating mechanisms</li> </ol>

			5. Seed dispersal- types. Lifecycle of an apple tree	
			<b>Wetlands Centre trip</b>	
Context (why are we teaching this here & now)	As spring is a time for new beginnings and growth, planting beans and observing caterpillars and mini-beast growth fits with the season.	Animal development links well with spring as many animals are born at this time of year. In the summer term , PSHE moves on to life development and body changes so these units provide a basis for this learning.	Many plants and trees are changing/growing or developing during the spring term. With any season, the children can make comparisons and identify changes in trees, but this time of year allows them to observe bare and barren trees growing blossoms, new leaves and proving shelter for new baby chicks. This is a prime time of year to plant new bulbs and seeds as part of observational tests.	The forces unit has cross-curricular links with the DT topic for this term while also linking with maths (calculating algorithms).
<b>SUMMER TERM</b>				
Unit Title/s	<b>Summer 1: Superheroes and Me Healthy Life Growth</b>	<b>Summer 1: Plants (Wild &amp; Garden)</b>	<b>Summer 1 &amp; 2: Light (Shadows &amp; Reflection)</b>	<b>Summer 1: Animals Including Humans (Circulation &amp; Health)</b>
NC Links ELGs (Early Years) Scheme Outcomes	<b>'Superworm'</b> <b>UW ELG 14</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Identify & name common wild garden plants, including deciduous and evergreen trees, basic structure of common flowering plants including trees	Light is needed to see things, dark is the absence of light, light is reflected from surfaces, light from the sun can be dangerous, eye protection from the sun, shadows are formed when light from a light sources is blocked by a solid object, find patterns in changes in size of shadow	Human circulatory system, functions of the heart, blood vessels and blood, impact of diet, exercise, drugs & lifestyle on body function, nutrient and water transportation in animals
	<b>Summer 2: All creatures great and small</b> Farm Under the sea Jungle and Rainforest Lifecycles	<b>Summer 2: Seasonal Changes (Weather &amp; Seasons)</b>		<b>Summer 2: Animals Including Humans (Growth, Development &amp; Puberty)</b>

	<p>‘The mixed up Chameleon’  ‘Rumble in the Jungle’  ‘Giraffes can’t Dance’  ‘Walking through the Jungle’  ‘Old Macdonald’  <b>UW ELG 14</b>  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Observe changes across the four seasons, describe weather associated with the seasons and how day length varies.</p>		<p>Changes as humans develop to old age</p>
<p>Skills to be developed</p>	<ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such a plants, animals and objects.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• They make observations of animals and plants and explain why some things occur and talk about changes.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Engage in open-ended activity Playing &amp; Exploring</li> <li>• Take a risk, engage in new experiences and learn by trial and error Playing &amp; Exploring</li> <li>• Find ways to solve problems / find new ways to do things / test their ideas Creating &amp; Thinking Critically</li> </ul>	<p><b>Summer 1 Plants:</b>  <b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask simple questions and recognising that they can be answered in different ways</li> <li>• observe closely, using simple equipment</li> <li>• perform simple tests</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> <li>• gather and record data to help in answering questions</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>• I perform simple tests</li> <li>• I can compare things</li> <li>• I sort and group them</li> <li>• I observe closely</li> <li>• I use simple equipment to make measurements</li> </ul>	<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions and using different types of scientific enquiries to answer them</li> <li>• set up simple practical enquiries, comparative and fair tests</li> <li>• gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>	<p><b>Summer 1: Animals Including Humans (Circulation &amp; Health)</b>  <b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• Use test results to make predictions to set up further comparative and fair tests</li> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop ideas of grouping, sequences, cause and effect Creating &amp; Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World</li> <li>• Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing &amp; Exploring</li> <li>• Make links and notice patterns in their experience Creating &amp; Thinking Critically</li> <li>• Answer how and why questions about their experiences ELG: Understanding Make observations of animals and plants and explain why some things occur, and talk about changes ELG: The World</li> <li>• Develop their own narratives and explanations by connecting ideas or events ELG: Speaking Builds up vocabulary that reflects the breadth of their experience Understanding: 30-50 months</li> </ul>	<ul style="list-style-type: none"> <li>• I gather and record simple data in different ways</li> <li>• I talk about what I have found out</li> <li>• I use simple scientific language</li> <li>• I ask simple questions</li> <li>• I recognise that questions can be answered in different ways</li> </ul> <p><b>Summer 2- Seasonal Changes (Weather &amp; Seasons)</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• ask simple questions and recognising that they can be answered in different ways</li> <li>• identify and classify</li> <li>• use their observations and ideas to suggest answers to questions</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>• I perform simple tests</li> <li>• I can compare things</li> <li>• I observe closely</li> <li>• I talk about what I have found out</li> <li>• I use simple scientific language</li> <li>• I ask simple questions</li> <li>• I recognise that questions can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>• I ask my own questions and use different ways to answer them</li> <li>• I set up my own simple tests</li> <li>• I make careful observations</li> <li>• I use different equipment to measure accurately in standard units</li> <li>• I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables</li> <li>• I explain what I have found out using speaking and writing</li> <li>• I draw simple conclusions and make predictions for new values</li> </ul>	<p><b>Key Skills (Pupil Friendly):</b></p> <ul style="list-style-type: none"> <li>• I ask different kinds of questions</li> <li>• I plan different types of scientific enquiries to answer questions</li> <li>• I can set up fair tests when necessary</li> <li>• I decide what observations and measurements to make</li> <li>• I decide how to record data and results. I can use scientific diagrams, labels, classification, keys, tables and a variety of graphs</li> <li>• I report and present findings using speaking and writing including displays and presentations</li> <li>• I use relevant scientific language and illustrations</li> <li>• I use results to make predictions and set up more tests (including fair tests)</li> </ul> <hr/> <p><b>Summer 2: Animals Including Humans (Growth, Development &amp; Puberty)</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>
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- I use relevant scientific language
- I suggest improvements and raise further questions

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identify scientific evidence that has been used to support or refute ideas or arguments.

**Key Skills (Pupil Friendly):**

- I ask different kinds of questions
- I plan different types of scientific enquiries to answer questions
- I can set up fair tests when necessary
- I decide what observations and measurements to make
- I use different scientific equipment to measure with precision. I take repeat readings when appropriate
- I decide how to record data and results. I can use scientific diagrams, labels, classification, keys, tables and a variety of graphs

				<ul style="list-style-type: none"> <li>• I report and present findings using speaking and writing including displays and presentations</li> <li>• I use relevant scientific language and illustrations</li> <li>• I use results to make predictions and set up more tests (including fair tests)</li> </ul>
Activities	<p><b>Summer 1: Superheroes and me</b> Sorting food- writing sentences about vegetables</p> <p>Super Daisy- naming different planets and describing them</p> <p>Floating and sinking experiment</p> <p>Michael Recycle story- group rubbish into different categories</p> <p>Michael Recycle story</p> <p>create a poster about recycling</p> <p><b>Exploring seasons Summer</b> <b>Summer 2: All creatures great and small</b></p> <ol style="list-style-type: none"> <li>1. Describe some actions which people in their own community do that help to maintain the area they live in- Write a list</li> <li>2. Walking through the jungle- sort different animals into categories</li> <li>3. The window story- focus on deforestation – Children to write sentences about the changes to the rainforest</li> <li>4. Farm animals- products that come from animals</li> <li>5. Research facts about farm animals</li> <li>6. Under the sea- focus on pollution</li> <li>7. Under the sea- fact file on sharks</li> </ol> <p>cc- Trip to Willows Farm</p>	<p><b>Summer 1: Plants (Wild &amp; Garden)</b> Plant in allotment and observe growth and changes over the 6 weeks</p> <ol style="list-style-type: none"> <li>1. Mind map- what do we already know about plants and what do we want to find out?</li> <li>2. Broad bean planting- record observations over time</li> <li>3. Label a flowering plant</li> <li>4. Trees- sort into deciduous and evergreen- definitions</li> <li>5. Walk around the school grounds- observe trees in the school grounds (collage)</li> <li>6. Use tally chart from walk to make a pictogram</li> </ol> <p><b>Summer 2: Seasonal Changes (Weather &amp; Seasons)</b></p> <ol style="list-style-type: none"> <li>1. Identify and label season (explain how they know)</li> <li>2. Summer V winter (clothing/activities and why)</li> <li>3. Animals in winter- create a poster to</li> </ol>	<p><b>Summer : Light (Shadows &amp; Reflection)</b></p> <ol style="list-style-type: none"> <li>1. Investigate why some objects are easier to see than others</li> <li>2. Investigate the shiniest objects</li> <li>3. Design a poster to highlight the importance of reflective clothing (2 lessons)</li> <li>4. Two investigations looking at reflection</li> <li>5. Investigate shadows and how they are created</li> <li>6. How do shadows change over time? Big and small investigation</li> <li>7. Shadow investigation</li> <li>8. 9 &amp; 10 . Visit from optometrist/optician. Design and create own sunglasses.</li> </ol>	<p><b>Summer 1: Animals Including Humans (Circulation &amp; Health)</b></p> <ol style="list-style-type: none"> <li>1. Diagram of human circulatory system and functions</li> <li>2. Make a clay heart and label</li> <li>3. Blood fact file and make blood soup</li> <li>4. Human circulatory system concept sentences</li> <li>5. Explanatory circulatory system body wheel</li> <li>6. Assessment: Investigate pulse rates</li> </ol> <p><b>Summer 2: Animals Including Humans (Growth, Development &amp; Puberty)</b></p> <p><b>Link to PSHE Summer 2 plan</b></p> <ol style="list-style-type: none"> <li>1. Human life timeline</li> <li>2. Puberty (vocabulary and terminology)</li> <li>3. Changes in puberty- true and false statements</li> <li>4. Plot baby growth on a graph</li> <li>5 &amp; 6 Research gestation in mammals</li> </ol>

		<p>show how animals survive (3 lessons)</p> <p>6 Developing Young Scientists lesson linked to</p>		
Context (why are we teaching this here & now)	<p>Lifecycles and Caterpillar development normally happens during the spring/summer season. There are normally farm animals born in the spring months making the Farm visit meaningful in relation to the context of lifecycles, growth and development.</p>	<p>By this point in the year, the children have experienced every season so they can talk about their experiences and observations when learning about plant development and seasonal changes.</p>	<p>The summer term provides the best opportunity for exploring light and shadows due to the better weather.</p>	<p>There are cross-curricular links to PSHE body changes, puberty and reproduction.</p>
Other opportunities for Cultural Capital	<p>Farm visit Science Week- Set point challenge, whole school enquiry task</p>			

SPANISH	Year 3/4	Year 5/6
AUTUMN TERM		
Unit Title	Greetings and Social Conventions	Me and My City
NC Links Scheme Outcomes	<p><b>National curriculum:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; seek clarification and help</li> <li>Develop accurate pronunciation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul> <p><b>Outcomes:</b>            Use basic greetings in Spanish (hola, adios, buenos dias, buenas tardes, buenas noches)            Ask and answer questions with a partner (greetings, name and age)            Learn numbers 0 to 10            Understand and follow classroom commands</p>	<p><b>National curriculum:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>broaden their vocabulary</li> <li>describe people, places, things and actions orally and in writing</li> </ul> <p><b>Outcomes:</b>            Ask and answer questions about themselves with a partner            Write a few sentences about themselves to accompany a display            Say what buildings can be found in the high street            Learn directions and how to ask where places are            Recognise similarities and differences in the high street, at home and in Spain</p>
Skills to be developed	<ul style="list-style-type: none"> <li>Respond to a clear model of language</li> <li>Say and/or repeat a few words</li> <li>Understand that the letter h is not pronounced</li> <li>Know how to pronounce a single letter sound</li> <li>Imitate pronunciation with some success</li> <li>Answer questions in single words/short phrases</li> <li>Write or copy simple words</li> <li>Understand that some people speak a different language to their own</li> </ul>	<ul style="list-style-type: none"> <li>Take part in a simple conversation</li> <li>Write short sentences, substituting vocabulary in model sentences</li> <li>Memorise and present 2 or 3 sentences describing yourself</li> <li>Understand key information from a short exchange</li> <li>Make simple sentences and manipulate them by changing a element</li> <li>Appreciate similarities and differences between Spanish and English high street</li> </ul>
Activities	<p><b>Basic Greetings (1-2-3)</b> Children watch a video and attempt to greet a partner using a range of words and phrases. They sing a song with greetings. Practise basic conversation greeting each other, asking how are they feeling and answering accordingly and saying goodbye.</p> <p><b>Classroom commands (4)</b> Children listen, repeat and follow classroom commands and then play Simon says showing and action for each command.</p>	<p><b>Talk and write about ourselves (1-2-3):</b> Children work together to create a list of things that you say about you to introduce yourself to someone. Revise questions and answers together (¿Cómo te llamas?...). Children practise a conversation introducing themselves to each other. When they are confident with their oral practise they write a paragraph about themselves to be used in a display.</p> <p><b>Names of buildings in a city (4-5):</b>            Children learn the names of some buildings and shops that can be found in a city. They watch Early start video 'Mi ciudad' and write</p>

	<p><b>Ask for and give name (5-6):</b> Children ask each other for their name and answer accordingly. They look at Spanish names and why Spanish people have 2 surnames.</p> <p><b>Numbers 0-12 (7):</b> they listen and repeat the numbers before copying them in their books. They do Mexican wave with numbers and play bingo.</p> <p><b>Vowels in Spanish (8):</b></p>	<p>down vocabulary in their books. Practise asking ¿que es esto? And saying 'esto/a es...' This is...with the different buildings.</p> <p><b>Give directions (6-7):</b> They learn how to give simple directions. Watch Early start video ¿a la izquierda o la derecha?. They write the new vocabulary in their books. Play responding and understanding: call out the words at random and they must put out their hand to the left or the right or take a step forward as appropriate. Draw the route: they draw a route from one place to another following teacher's instructions.</p> <p><b>Revision and assessment (8):</b> recap on topics and vocabulary learned this term. Children fill in their self-assessment.</p>
Context (why are we teaching this here & now)	<p>To enable the pupils to start using the foreign language to exchange personal information; to talk about themselves and find out about other people. To learn language that will be used in class.</p> <p>We introduce new topics in a deliberately slow steady pace so that the children gain confidence through success at each stage and are never overwhelmed.</p>	<p>Children consolidate knowledge from previous years on how to talk about themselves and are able to introduce themselves orally and in writing to others. They go on to learning about what is in their cities and how to ask and give simple directions.</p>
<b>AUTUMN TERM 2</b>		
Unit Title/s	<b>Around me</b>	<b>My School</b>
	<p><b>Age</b></p> <p><b>Classroom objects</b></p> <p><b>Christmas</b></p>	<p><b>My school</b></p> <p><b>Christmas</b></p>
NC Links Scheme Outcomes	<p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; seek clarification and help</li> <li>Develop accurate pronunciation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul> <p><b>Outcome:</b> Recognise a few familiar words and phrases. Understand and give the name of 7 classroom objects Ask to borrow a classroom object Understand that all nouns have gender in Spanish</p>	<p><b>National curriculum:</b></p> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Understand key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English</li> <li>Explore the patterns and sounds of language through songs and link the spelling, sound and meaning of words</li> <li>Appreciate basic grammar appropriate to the language studied</li> </ul> <p><b>Outcomes:</b> Say what rooms are in school and give basic directions</p>

	Understand singular and plural	Say what objects and furniture are in the classroom and describe them Understand the position of nouns and adjectives in Spanish Learn and join in singing Christmas songs in Spanish Be able to use a bilingual dictionary
Skills to be developed	<ul style="list-style-type: none"> <li>• Listen carefully and understand and repeat high-frequency target language words and short phrases and maybe beginning to use some independently</li> <li>• Imitate pronunciation with some success</li> <li>• Understand that the sound of the target language and the spellings associated with them may be different from their own.</li> <li>• Understand and respect that there are people and places in the world around them that are different to where they live and play.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-use previously learned language in a new context</li> <li>• Identify the position of an adjective in a sentence</li> <li>• Identify similarities and differences in their culture to that of other.</li> <li>• Understand and use negative</li> <li>• Understand key information from a short exchange</li> <li>• Recite a short text with accurate pronunciation</li> <li>• Find words in a dictionary and check spelling</li> </ul>
Activities	<p><b>Ask and give age (1-2):</b> After they watch video of Spanish children asking their age and answering, they practise with a partner asking and answering their age. Happy birthday song in Spanish</p> <p><b>Classroom objects (3)</b> They learn the names of 7 classroom objects and practise asking each other to borrow them answering yes or no in Spanish. They complete an activity in their books</p> <p><b>Spanish Christmas carol (4)</b> They learn to sing a Christmas carol for the Christmas concert</p> <p><b>Christmas in Spain (5-6)</b> They watch a presentation about Christmas traditions in Spain and fill in a calendar with the names of the days in Spanish</p> <p><b>Visit to bilingual section of the library (7)</b> Children are introduced to the bilingual books that they can borrow and take home</p> <p>CC. children learn about Christmas traditions in Spain and sing a traditional Spanish Christmas carol</p>	<p><b>Names of different rooms in school and directions (1/2):</b> Children watch Early start video about different room in school and how to give directions. They write down new vocabulary and practise conversation asking ¿dónde está...? Where is ....? To give directions.</p> <p><b>Objects and furniture in school (3):</b> revision of classroom objects and how to ask to borrow them. They use colours to describe them. Powerpoint to introduce new vocabulary. They write a few sentences using En mi clase hay....In my classroom there is...and complete activities to stick in their books</p> <p><b>Using a bilingual dictionary (4):</b> Children learn how to use a bilingual dictionary and use it to find the meaning of new words in Spanish.</p> <p><b>Christmas carol in Spanish (5/6):</b> Children learn and practise signing a Spanish carol to perform at the school Christmas concert.</p> <p><b>Revision and assessment (7):</b> Revision of vocabulary and grammar learned over the term and children fill in their self-assessment</p> <p>CC, children learn a Christmas carol in Spanish</p>
Context (why are we teaching this here & now)	To introduce vocabulary that they can use in class in every lesson To start to develop an understanding of Spanish traditions in Spain	They can use previous learned language in a new context. They learn how to use a bilingual dictionary that they can use to broaden their vocabulary. They learn about Christmas traditions in Spain

SPRING TERM 1		
Unit Title/s	A Spanish world	A day in school
	<b>Classroom objects and colours</b> <b>Numbers 13 to 20</b> <b>Days of the week</b> <b>Spanish in the world</b>	<b>Spanish alphabet</b> <b>Numbers to 60</b> <b>School subjects</b> <b>Times of the day</b>
NC Links Scheme Outcomes	<b>National curriculum:</b> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Broaden their vocabulary and develop their ability to understand new words</li> <li>Describe things orally and in writing</li> </ul> <b>Outcomes:</b> Understand and use 6 colours to describe classroom objects Understand and use numbers to 20 Learn the days of the week Learn where Spanish is spoken in the world	<b>National curriculum</b> <ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand what are reading aloud or using familiar words and phrases</li> <li>Describe people, places, things and actions orally and in writing</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language</li> </ul> <b>Outcomes:</b> Understand the differences between the Spanish and English alphabets and be able to spell your name in Spanish Know how to count to 60 Be able to talk about school subjects in Spanish and which one they like or dislike Appreciate how activity in school changes at different times, and be able to express this in Spanish
Skills to be developed	<ul style="list-style-type: none"> <li>Use simple words to name and describe either independently or in unison.</li> <li>Listen carefully and respond to and/or join in with simple songs in the target language</li> <li>Produce simple sentences with support using familiar vocabulary or use phrases that they have learned by heart.</li> <li>Understand that some people speak a different language to their own</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use more complex sentences with connectives</li> <li>Talk about personal interest in the TL</li> <li>Begin to understand how accents change letter sounds</li> <li>Write a few short sentences with support adapting language already learnt</li> <li>Spell commonly used words correctly</li> <li>Show and awareness of sounds patterns</li> </ul>
Activities	<ol style="list-style-type: none"> <li><b>Colours (1):</b> Children watch video about colours and they copy the name of 6 colours in their books. Show flashcards with colours and they say the colour.</li> <li><b>Objects and colours (2/3):</b> Introduce the name of the different objects with a video and they describe what colours the objects are. They practice dialogue in pairs including colour and object ¿tienes..., por favor? Si, toma/no, no tengo.</li> </ol>	<b>Spanish alphabet (1):</b> Children look at the Spanish alphabet and identify letter that are not familiar with. They study the sounds of the letters in Spanish and attempt to spell their names using the Spanish alphabet <b>Numbers to 60 (2):</b> Recap on numbers to 31. Explain how to continue counting to 40, 50, 60. Children practise doing sums, subtractions and writing the numbers in Spanish

	<p>3. <b>Numbers to 20 (4/5):</b> recap numbers 1 to 12 and introduce 13 to 20 with video and flashcards. Play Mexican wave and bingo to practise</p> <p>4. <b>Days of the week (6):</b> Introduce the days of the week with smart board. They listen and repeat. Compare the use of capital letters and the question ¿Que dia es hoy?. Introduce song and they all sing it.</p> <p>5. <b>Spanish in the world (7):</b> Show PowerPoint presentation about in which countries in the world Spanish is spoken. The children fill in a blank map with the name of the countries.</p>	<p><b>School subjects and activities (3-4):</b> They write down how to say different school subjects in Spanish. Watch early start video 'En el cole'. They practise with a partner saying what subjects they like and dislike in Spanish.</p> <p><b>Times of the day (5/6):</b> Children learn how to say different times of the day (in the morning, in the afternoon...). They practise forming sentences talking about what subjects/activities they do each day of the week in school. Then they look at the school timetable and write sentences explaining what subjects do they have each day of the week.</p>
<p>Context (why are we teaching this here &amp; now)</p>	<p>To widen their vocabulary related to their everyday in school so they can start using Spanish in lessons. Build vocabulary that will be used later in a more complex context. Make them aware of the importance of learning another language by showing them how many countries have Spanish as their official language.</p>	<p>Knowledge of the Spanish alphabet and the sounds of the letter in Spanish will help them with their reading. With the new vocabulary they are able to expand on the topics they can talk about in Spanish. Now they can express opinions about school subjects and talk about their day.</p>
<b>SPRING TERM 2</b>		
<p>Unit Title/s</p>	<p><b>My family</b></p> <p><b>Brothers and sisters</b> <b>Family members</b> <b>Easter traditions</b></p>	<p><b>Weather and clothing</b></p> <p><b>Weather</b> <b>Clothing and uniform</b></p>
<p>NC Links Scheme Outcomes</p>	<p><b>National curriculum</b></p> <ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduces into familiar written material</li> <li>• Understand basic grammar appropriate to the language being studied and how to apply these</li> <li>• Listen attentively to spoken language and show understanding by joining I and responding</li> </ul> <p><b>Outcomes</b> Understand and use vocabulary for family members Understand the gender of nouns in Spanish and formation of plural Understand Easter traditions in Spain</p>	<p><b>National curriculum</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and show understanding by joining in and responding</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Understand key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English</li> </ul> <p><b>Outcomes</b> Be able to talk about the weather in the different seasons in Spanish Be able to give a short presentation in Spanish Understand vocabulary for clothing and use it to describe a school uniform</p>

Skills to be developed	<ul style="list-style-type: none"> <li>To identify some cognates in the target language and to use a simple glossary.</li> <li>Listen carefully and repeat words and short phrases</li> <li>Talk about celebrations in other cultures and know about aspects of daily life in other countries different to their own</li> <li>Identify similarities and differences in their culture to that of another</li> </ul>	<ul style="list-style-type: none"> <li>Use simple sentences to present a mini weather report in Spanish</li> <li>Recognise similarities and differences between places; understand that the climate in Spain is very varied</li> <li>Identify similarities and differences in their culture to that of another</li> <li>Express an opinion</li> </ul>
Activities	<ol style="list-style-type: none"> <li><b>Brothers and sisters (1/2):</b> introduce vocabulary and new phrases and watch Early start video. Talk about feminine and masculine words and the articles that go with them. Children ask each other questions and practise answering with different options.</li> <li><b>Family members (3/4):</b> Introduce the vocabulary for other members of the family apart from brother and sister. Lots of echoing of names –watch pronunciation- emphasise the silent h sound. Show PowerPoint on how to introduce members of your family. Children draw a picture of members of their family and practise with partner saying who is who.</li> <li><b>Easter in Spain (5/6):</b> Collect ideas on the board about how children celebrate Easter. Show PowerPoint about Easter in Spain and explain the main traditions and how people celebrates Easter there. Compare with English traditions.</li> </ol> <p>CC. children compare Easter traditions between Spain and England</p>	<p><b>Talk about the weather (1):</b> Watch early start video ¿qué tiempo hace? to recap on vocabulary about the weather. They practise writing sentences about the weather in different seasons.</p> <p><b>Write a weather forecast (2-3):</b> They work in pairs to create a weather forecast map and presenting it to the class. They choose the map of one country and put weather symbols in different parts of the country. Introduce adverbs of time that they can use in their writing. Then they write a few sentences explaining the weather and present the forecast to the rest of the class.</p> <p><b>Items of clothing and describe your uniform (4-5):</b> They learn vocabulary for different items of clothing and use it to describe their uniform and their opinion of it. Recap on position of nouns and adjectives in Spanish, use of masculine/feminine and plural.</p> <p><b>Revision and assessment (6):</b> recap on vocabulary from the term and children fill in their self-assessments</p>
Context (why are we teaching this here & now)	To broaden their vocabulary on topics that will allow them to talk about themselves and their close environment. To talk about celebrations in other cultures and to identify similarities and differences in their culture to that of another	They use previous learned vocabulary and new to write sentences about the weather and their uniform, extending the range of topics that they can talk about in Spanish. They apply their knowledge of Spanish grammar in a new context (masculine/feminine, plural and position of nouns and adjectives)
<b>SUMMER TERM 1</b>		
Unit Title/s	<p><b>When is your birthday?</b></p> <p><b>Numbers to 31</b></p> <p><b>Saying the date</b></p> <p><b>When is your birthday?</b></p>	<p><b>Food</b></p> <p><b>Bilingual books</b></p> <p><b>Food</b></p> <p><b>Compare food between England and Spain</b></p>
NC Links Scheme Outcomes	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Broaden their vocabulary and develop their ability to understand new words</li> <li>Understand basic grammar</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Broaden their vocabulary and develop their ability to understand new words including through using a dictionary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the patterns of sound of the language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structure</li> </ul> <p><b>Outcomes</b>  Be able to count to 31  To know the months of the year and be able to say the date  To know how to ask when is your birthday? And be able to answer accordingly</p>	<ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Understand basic grammar appropriate to the language being studied</li> </ul> <p><b>Outcomes</b>  Be able to use bilingual books to broaden vocabulary and understanding of the TL  To know the names for certain foods and how to express what you like or dislike  Find out differences and similarities between English and Spanish traditions to do with food</p>
Skills to be develop	<ul style="list-style-type: none"> <li>• Join in with simple songs and rhymes copying the sounds of the target language with some accuracy</li> <li>• To produce simple sentences (with support)</li> <li>• Answer a simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about personal interests</li> <li>• Express an opinion</li> <li>• Use a bilingual dictionary to look up new words</li> <li>• Match sound to print by reading aloud familiar words and phrases</li> <li>• Understand the main points and some detail from a short written text</li> </ul>
Activities	<ol style="list-style-type: none"> <li>1. <b>Numbers to 31 (1/2)</b>: recap on numbers to 20. Explain how they can go forward from 20. Watch Early start video. Use flashcard for games and for children to echo the numbers</li> <li>2. <b>Months of the year (3)</b>: Introduce the months of the year and watch Early start video. The children echo the months and copy them in their books. Sing the song of the months of the year together</li> <li>3. <b>Say the date (4)</b>: Revise days of the week, numbers to 31 and months of the year. Watch Early start video. Introduce question and write down the date on the board. Play games giving different dates and children write them down</li> <li>4. <b>When is your birthday? (5/6)</b>: Watch Early start video. Say your birthday and write it down on the board. The children echo your words. They write their birthday and you ask around the room ¿cuando es tu cumpleaños?. Mexican wave with questions and answer.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Bilingual books and reading a text (1-2)</b>: recap on Spanish alphabet and sounds of vowels. They work with bilingual books and different texts depending on their abilities to practise reading and comprehension. They use bilingual dictionaries to help with unknown vocabulary.</li> <li>2. <b>Food (3-4)</b>: The children learn vocabulary for different items of food in Spanish using a dictionary. They practise conversation asking each other ¿Te gusta..? and answering accordingly.</li> <li>3. <b>Compare foods in England and Spain (5/6)</b>: Children compare 2 menus from schools in Spain and England and discuss differences and similarities. As a class, we talk about meal times in Spain and children write a menu in Spanish. Then they role-play being in a restaurant ordering things for the menu.</li> </ol> <p>CC. children discuss similarities and differences related to food between Spain and UK</p>
Context (why are we teaching this here & now)	We build on previous learned language to be able to say the date in Spanish and to talk about birthdays. The children are	The topic of food is introduced to broaden vocabulary and topics the children can talk about and give their opinion on. It also gives them

	now able to have conversations with other people about a different topic.	the chance to compare the food in Spain and the UK and learn about the culture in Spain related to food.
<b>SUMMER TERM 2</b>		
Unit Title/s	<b>Pets and animals</b>	<b>Leisure activities and travel</b>
	<b>Animals</b> <b>Talk about your pet</b>	<b>Leisure activities</b> <b>Travel</b>
NC Links Scheme Outcomes	<p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop the ability to understand new words</li> <li>• Understand basic grammar</li> <li>• Engage in conversation; ask and answer questions</li> <li>• Describe people, places, things and actions orally</li> </ul> <p><b>Outcomes:</b> Be able to recognise the names of some animals Be able to use simple words (e.g. nouns, adjectives) to name and describe (labelling) either independently or in unison. Understanding of the similarities and differences between English and the target language (e.g. gender or nouns, formation of plural of nouns)</p>	<p><b>National Curriculum:</b> Understand basic grammar</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Engage in conversation; ask and answer questions</li> <li>• Broaden their vocabulary</li> </ul> <p><b>Outcomes:</b> Understand vocabulary for leisure activities Be able to talk about their personal interest Be able to use simple future to talk about their holidays</p>
Skills to be developed	<ul style="list-style-type: none"> <li>• Know how to pronounce single letter sounds</li> <li>• Understand that the sound of the target language and the spellings associated with them may be different from their own.</li> <li>• Imitate correct pronunciation with some success</li> <li>• Answer simple questions and give basic information</li> <li>• Write or copy simple words and/or symbols correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer simple questions</li> <li>• Talk about personal interests</li> <li>• Write a few sentences with support</li> <li>• Respect and understand cultural diversity</li> <li>• Substitute items of vocabulary to vary questions or statements</li> </ul>

Activities	<ol style="list-style-type: none"> <li>1. <b>Animals (1/2):</b> Watch Early start video and introduce the Spanish words for a number of animals. They copy the names. Explain how to do the plural in Spanish and practice asking ¿tienes una mascota? And how to answer</li> <li>2. <b>Talk about your pet (3/4/5):</b> Revision of names of animals/pets. Explain how to talk about your pet (using the third person). Give examples with PowerPoint. They draw their pet or an animal and introduce them to the class saying their name and age.</li> <li>3. <b>Games to consolidate knowledge (6/7):</b> e.g.: bingo, Mexican wave, Simon says</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Leisure activities (1-2-3):</b> Revision of vocabulary of leisure activities. They ask each other in Spanish about their hobbies. They write a paragraph about themselves and about what they like to do in their spare time using new vocabulary (including adverbs) to extend their writing.</li> <li>2. <b>Travel (4-5):</b> The children learn new vocabulary about transport and places to go on holiday. We use simple future to talk about what they are doing in the summer. They write a few sentences in their books and they have a conversation asking where they are going to go and how to practise the new vocabulary.</li> <li>3. <b>Games (6):</b> Children use Spanish games to practise their Spanish with their classmates.</li> <li>4. <b>Revision and assessment (6):</b> children reflect on what they have learnt in Spanish and identify their weaknesses and strengths.</li> </ol>
Context (why are we teaching this here & now)	We introduce new vocabulary that they can use with previously learned structures e.g Tengo... ¿Tienes...? . This allow the children to extend their ability to speak in Spanish about new topics and use previously learned language in a new context.	Consolidation of knowledge and use of games to make the practise of Spanish a fun experience. We also introduce the simple future so they can talk about their plans for the summer.
Other opportunities for Cultural Capital	Spanish Day – children learn Spanish music/dancing and enjoy Spanish activities and food	Spanish Day – children learn Spanish music/dancing and enjoy Spanish activities and food