Eastbury Farm Primary School
Long Term Plan
Cycle B
(2021-2022, 2023-2024, 2025-2026)
Unit Titles in Blue
Cultural Capital in Red

Creative Curriculum Topic	Autumn	Autumn 1: Looking at Me Autumn 2: Twinkly Lights and Gloomy Nights	Remembering	Ramble in the Rainforest	The Age of Innovation
	Spring	Spring : Fantastic Food Spring 2: Once Upon a Time	Earth, Wind & Fire	Raiders & Invaders	It's all Greek to Me!
	Summer	Summer 1: Super Heroes and Me Summer 2: All Creatures Great and Small	Let's Explore!	Temples, Tombs & Treasures	Cassiobury Park
ENGLISH		**Reception**	**Year 1/2**	**Year 3/4**	**Year 5/6**
AUTUMN TERM					
Supporting texts/topics and writing opportunities/genre		**I'm special I am Me** Pre writing shapes- mark making Write your name, why are you special? Draw and write. **Senses** Letter formation Draw yourself and label with initial sounds/words/strings of words **Once There Were Giants** Sequence pictures of people in age order and label. Draw your family. Can you label them with names and why they are special? **I'm absolutely too small for school** Draw your favourite item in classroom and use sounds to write why and then adult scribe I am not to small for… Ext I am too small for…. Can they say why? **Colour monster** 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? **A Chair for Baby Bear**	**Rosie's Walk** Story mapping, narrative retelling **Little Red Riding Hood** Narrative retelling . **Litter pick** Instructions **Superkid** Character description **Northwood HQ Trip** Recount **Florence Nightingale** Diary entry	**The Adventures of Robin Hood** Writing a legend **The Kaypok Tree** Persuasive poster on saving the rainforest Setting description of the rainforest **Overheard on a Saltmarsh** **Small Dragon** Writing a free verse poem **The Atlas of Adventures** Non-chronological report on Rainforests and rainforest animals	**Lion Witch and the Wardrobe** Formal letter, diary entry, descriptive paragraph and narrative retelling. **Varmints** Informal postcard/email, narrative retelling. **Arthur Spiderwick's Fieldguide to the Fantastic world around us** Non-chronological report. **Race to the frozen north** Biographies.

	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)	**Jack and the Beanstalk** Sentence writing. What do plants need to grow? Creative writing. What is at the top of your Beanstalk? Story map Retell (write) the story **Billy Goat Gruff** Character speech bubbles Re-tell the story as the troll Troll character description Letter writing – to the troll **Little Red Riding Hood** 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 **Brenda Boring Egg** Write a list of the different rhyming words Write rhyming sentences about your own character	**Christmas** Recount **Room on the Broom** Narrative retelling . **The Great Fire of London** Newspaper report **Tad** Life cycle, informal letter **Traction Man** Narrative retelling	**The Mysteries of Harris Burdick** Descriptive story settings **How to Wash a Woolly Mammoth** Instructions **The Day I swapped my Dad for Two Goldfish** Persuasive poster/letter **Matilda by Hillaire Belloc** Narrative Poetry	**Survivors** Newspaper report **Pandora's box** Greek myths **Parthenon Marbles** Debate and balanced argument (texts - news articles and secondary sources) **Percy Jackson and the Lightning Thief** Letters, extra chapters using Greek myth knowledge.
SUMMER TERM				
Supporting texts/topics and writing opportunities (genre)	**Supertato** 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 **Super Daisy** 'Wow' word sentences about a planet using adjectives Design your own planet and write sentences to describe it **Superhero me** Create a plan for your comic Create a comic strip for your superhero	**Dragon machine** Narrative (own version using story structure) **Various text structures** Individual creative narrative (adopting a known story structure) **Variety animal non-fiction texts and reports** Non-chronological report . **Chinese Lanterns**	**Aboriginal Stories - Stories from the Billabong** Stories from other Cultures **The Adventure of the Dish and the Spoon Alice in Wonderland** Writing a play scripts **Inside Out Egyptian Mummy: Unwrap an Egyptian mummy layer**	**Tales from Outer Suburbia** Adventure stories **Macbeth** Retelling and writing own ghost/tragedy story. **The Good Guys** Biography, formal letter, blog **Stories for Kids who Dare to be Different** Emails, adverts, persuasive letter

	Michael recycle 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 **Giraffes can't dance** 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 **Barry The Fish With Fingers** Design your own sea creature- What can they do in the story? Sea creature fact file **Farmer Duck** 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?	Instructions **Various poems** Poetry writing	**by layer!** **How I met Dudley** Explanation of the process of mummification. **Fin the Fortunate Tiger Shark** Discussion text on an environmental issue	**HerStory** Newspaper reports, non-chronological reports
Other opportunities for cultural capital	• Range of cultural books and stories used for class story at the end of the day • World Book Day • Roald Dahl Day	• Range of cultural books and stories used for class story at the end of the day • World Book Day • Roald Dahl Day	• Range of cultural books and stories used for class story at the end of the day • World Book Day • Roald Dahl Day	• Range of cultural books and stories used for class story at the end of the day • World Book Day • Roald Dahl Day

MATHS	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title **NC Links** **ELGs (Early Years)**	**Baseline - Recognition of numerals, counting, pattern and shape** **Number formation 1-5** **Number formation 6-10** **Pattern** **Positional language** **Counting and recognition** **Weight** **Number:** Recites numbers to 10. Uses some number names. Counts objects to 5 Recognises numerals 1 to 5. Selects correct numeral to represent 1 to 10 objects. Use language of more and fewer to compare two sets Beginning to represent numbers **Shape, space and measures:** Creates and recreates patterns and build models Uses positional language Can describe relative position **Number bonds to 5** **One more 1-5** **One more 6-10 and beyond**	**Positional language and sequencing** **Year 1:** Describe position, direction and movement, including whole, half, quarter and three-quarter turns **Year 2:** Order and arrange combinations of mathematical objects in patterns and sequences **Subitising – leading to more and fewer** **Year 1:** 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 **Year 2**: 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) **Number magnitude, estimation and comparison** **Year 1:** Given a number, identify one more and one less 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 **Year 2:** Read and write numbers to at least 100 in numerals and in words Identify, represent and estimate numbers using different representations, including the number line	**Number and place value reasoning 1** **Year 3:** 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 Compare and order numbers up to 1000 **Year 4:** 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 Round any number to the nearest 10, 100 or 1000 **Additive reasoning – mental addition strategies** **Year 3:** Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds **Year 4:** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate **Additive reasoning – mental subtraction strategies** **Year 3:** Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds **Year 4:** Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate **Multiplicative reasoning 1- building fact recall**	**Number and place value reasoning** **Year 5:** 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 Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Read, write, order and compare numbers with up to 3 decimal places Round decimals with two decimal places to the nearest whole number and to one decimal place **Year 6:** 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 Use negative numbers in context, and calculate intervals across zero Identify the value of each digit to three decimal places Solve number problems and practical problems that involve all of the above **Multiplicative reasoning 1 – multiplying and dividing by powers of ten** **Year 5:** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre

	Addition practical with manipulatives **2D Shape recognition** **One less** **Topic maths** **Number:** Finds the total number of items in two groups by counting them all. Uses 1:1 correspondence to count objects. Orders numbers to 5 then 10 **Shape, space and measures:** Orders two or three items by length or height. Selects a particular named shape. Orders and sequences familiar events	**Place value – making tens** **Year 1:** Read and write numbers from 1 to 20 in numerals and words 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 **Year 2:** Recognise the place value of each digit in a two-digit number (tens, ones) 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 **Time – estimating, sequencing and comparing** **Year 1:** Recognise and use language relating to dates, including days of the week, weeks, months and years **Year 2:** Compare and sequence intervals of time **Additive reasoning – understanding the language of operations, facts to 20 and related facts to 100** **Year 1:** Represent and use number bonds and related subtraction facts within 20 **Year 2:** Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 **Part whole – using the part whole model for the inverse relationship between addition and subtraction** **Year 1:** Represent and use number	Year 3: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Year 4: Recall multiplication and division facts for multiplication tables up to 12 × 12 **Proportional reasoning 1 – scaling, comparison and fractions** **Year 3:** Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators 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 **Year 4:** 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. Solve simple measure and money problems involving fractions and decimals to two decimal places Recognise and show, using diagrams, families of common equivalent fractions 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 **Geometric reasoning – angles & Lines**	Solve problems involving converting between units of time Solve problems involving number up to three decimal places **Year 6:** 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 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 Solve problems which require answers to be rounded to specified degrees of accuracy **Additive reasoning 1** **Year 5:** Add and subtract numbers mentally with increasingly large numbers Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Year 6:** Perform mental calculations, including with mixed operations and large numbers 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 **Number properties reasoning** **Year 5:** Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall

		bonds and related subtraction facts within 20 **Year 2:** Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems **Equality and comparison – numbers from 0-100, using < > =** **Year 1:** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs **Year 2:** Compare and order numbers from 0 up to 100; use <, > and = signs **Measures – length, height and mass** **Year 1:** Compare, describe and solve practical problems for: -lengths and heights (for example, long / short, longer / shorter, tall / short, double / half) -mass / weight (for example, heavy / light, heavier than, lighter than) -Measure and begin to record the following: lengths and heights, mass / weight **Year 2:** 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 **Addition and Subtraction Strategies for rehearsal** **Year 2:** Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	**Year 3:** Recognise that angles are a property of shape or a description of a turn 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 Identify horizontal and vertical lines and pairs of perpendicular and parallel lines **Year 4:** Identify acute and obtuse angles and compare and order angles up to two right angles by	prime numbers up to 19 **Year 6:** Identify common factors, common multiples and prime numbers **Multiplicative reasoning 2 – multiplication** **Year 5:** 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 **Year 6:** Multiply multi-digit numbers up to 4-digits by a two-digit whole number using the formal written method of long multiplication Multiply one-digit numbers with up to two decimal places by whole numbers Convert between miles and kilometres **Fraction reasoning 1** **Year 5:** Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert from one form to the other and write 2461 mathematical statements > 1 as a mixed number [for example, $^{2}/_{5} + ^{3}/_{5} = ^{5}/_{5} = 1\ ^{1}/_{5}$] 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 **Year 6:** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions **Multiplicative reasoning 3 - division** **Year 5:** Divide numbers up to 4 digits by a one-digit number using the formal

		- a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers		written method of short division and interpret remainders appropriately for the context **Year 6:** Use written division methods in cases where the answer has up to two decimal places Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8] **Algebraic reasoning 1** **Year 5:** Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign **Year 6**: Use their knowledge of the order of operations to carry out calculations involving the four operations Use simple formulae Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknown variables Enumerate possibilities of combinations of two variables
SPRING TERM				
Unit Title/s **NC Links** **ELGs (Early Years)**	**One more and one less recap** **Counting, recognition and formation** **Addition with recording** **2D shape properties** **Capacity** **Subtraction** **Number:** Finds 1 more or 1 less to 10.	**Geometry 1- 2d and 3d shapes** **Year 1:** 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] **Year 2:** Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces **Regrouping addition and**	**Proportional reasoning- Equivalent Fractions & Addition & Subtraction of fractions** **Year 3:** Add and subtract fractions with the same denominator within one whole **Year 4:** 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 problems and harder correspondence problems **Geometric reasoning- 2d and**	**Geometric reasoning 1- 2d shapes and 3d shapes** **Year 5:** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Distinguish between regular and irregular polygons based on reasoning about equal sides and angles **Year 6:** Compare and classify geometric shapes based on their properties and sizes Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise, describe and build simple 3-D shapes, including making nets

	Beginning to use vocabulary of addition and subtraction. Records using marks they can explain. Orders numbers to 10 **Shape, space and measures:** Orders two items by weight. Beginning to use mathematical names for 2D shapes and describes them **Doubling** **Halving** **Sharing** **Length** **3D shape names** **Estimating** **Number:** Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including double, half and sharing. **Shape, space and measures:** Orders two items by capacity. Beginning to name and describe 3D shapes	**subtraction using concrete objects, pictorial representations and mentally** **Year 1:** Add and subtract one-digit and two-digit numbers to 20, including zero **Year 2:** 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 **Strategy choice-addition and subtraction** **Year 1:** Represent and use number bonds and related subtraction facts within 20 **Year 2:** 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 **Problem Solving addition and subtraction** **Year 1:** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _□- 9 **Year 2:** Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - apply their increasing knowledge of mental and written methods **Doubling and halving** **Year 1**: Solve one-step problems involving multiplication and division,	**3d shapes** **Year 3:** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them **Year 4:** Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes **Additive reasoning – formal written methods of addition and subtraction** **Year 3:** 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 **Year 4:** Add and subtract number with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate **Spatial reasoning- perimeter and area (Bringing together mental addition & subtraction as well as 2d shape)** **Year 3:** Measure the perimeter of simple 2-D shapes **Year 4:** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres **Statistical reasoning – handling data** **Year 3:** Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many	**Proportional reasoning- percentages** **Year 5:** 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 1/2, 1/4, 1/5 2/5 , 4/5 and those with a denominator of a multiple of 10 or 25 **Year 6:** 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 **Multiplicative reasoning 4 – Division** **Year 5:** 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 **Year 6:** 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 appropriate, interpreting remainders according to the context **Spatial reasoning 1- Area and**

		by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Year 2:** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers **Multiplication- counting, multiples and repeated addition** **Year 1:** Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 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 **Year 2:** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs **Multiplication – number of groups, group size and product** **Year 1:** 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 **Year 2:** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the	more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables **Year 4:** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Multiplicative reasoning 2 – Multiplicative laws, arrays, problem solving, area** **Year 3:** 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 **Year 4:** 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 Find the area of rectilinear shapes by counting squares **Multiplicative reasoning 3- Formal written method of multiplication & division** **Year 3:** 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 **Year 4**: Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and	**perimeter** **Year 5:** Calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres **Year 6:** Calculate the area of parallelograms and triangles Recognise that shapes with the same areas can have different perimeters and vice versa **Fractional reasoning 2- multiplying and dividing fractions** **Year 5:** Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams **Year 6:** Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/_4 \times 1/_2 = 1/_8$] 11 Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6] **Spatial reasoning 2- volume** **Year 5:** Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] **Year 6:** Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

		multiplication (×), division (÷) and equals (=) signs **Division- sharing and grouping** **Year 1:** 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 **Year 2:** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs **Problem solving- multiplication and division** **Year 1:** 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 **Year 2:** Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	hundredths 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 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Recognise when it is possible to use formulae for area and volume of shapes **Proportional reasoning 2-ratio and scaling** **Year 5:** Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling **Year 6:** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples **Positional reasoning- Angles and translation** **Year 5:** Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°)Identify: - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and 1⁄2 a turn (total 180°) - other multiples of 90° Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed **Year 6:** Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Draw 2-D shapes using given dimensions 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, $^1/_4 \times {}^1/_2 = {}^1/_8$] Divide proper fractions by whole numbers [for example, $1/_3 \div 2 = 1/_6$ 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				
Unit Title/s **NC Links** **ELGs (Early Years)**	**Number bonds to 10** **Subtraction** **Numbers 11-20** **Sharing** **Money** **Time** **Number:** Children count reliably to 20, place them in order and say which number is one more or one less than a given quantity. **Shape, space and measures:** Use everyday language related to time. Measures short periods of time in simple ways. Children compare quantities and objects and solve problems. **Number bonds to 20** **Addition (counting on)** **Subtraction (counting back)** **Place value** **2D and 3D shapes- properties** **Comparing and ordering objects** **Counting in 2s**	**Money** **Year 1:** Recognise and know the value of different denominations of coins and notes **Year 2:** Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **Fractions** **Year 1:** 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 **Year 2:** Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity **Problem solving- all four operations** **Year 1:** 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 **Year 2:** Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures -applying their increasing knowledge of mental and written methods -Solve problems involving	**Number and place value – decimals** **Year 3:** 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 **Year 4:** 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 **Measuring reasoning 2- comparing, estimating and calculating with measures** **Year 3:** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) **Year 4:** Estimate, compare and calculate different measures **Measurement and statistical reasoning – time, timetables and time graphs** **Year 3:** 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 Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours;	**Statistical reasoning** **Year 5:** Solve comparison, sum and difference problems using information presented in a line graph **Year 6:** Calculate and interpret the mean as an average Interpret and construct pie charts and line graphs and use these to solve problems **Roman numerals and time revision** **Year 5:** Read Roman numerals to 1000 (M) and recognise years written in Roman numerals Complete, read and interpret information in tables, including timetables **Year 6:** 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 **Proportional reasoning 3-** **Year 5:** 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 = $71/100$] 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 **Year 6:** Interpret and construct pie charts and line graphs and use these to solve problems **Statistical reasoning 2**

	Sharing, Doubling, Halving **Number:** Children estimate a number of objects and check quantities to 20. They solve practical problems involving 2,5,10 or sharing into groups. Beginning to use everyday **Shape, space and measures:** Language related to money. Order objects and talk about properties, position and time.	multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Time – turns and telling the time** **Year 1:** Describe position, direction and movement, including whole, half, quarter and three-quarter turns **Year 2:** 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 **Measures and reading scales** **Year 1**: measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume **Year 2:** 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 **Statistics** **Year 1:** 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 **Year 2**: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables **Geometry 2** **Year 1:** Recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including	use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight Compare durations of events [for example, to calculate the time taken by particular events or tasks] **Year 4:** Convert between different units of measure [for example, kilometre to metre; hour to minute] Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days Read, write and convert time between analogue and digital 12 and 24-hour clocks Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Operational Reasoning - understanding and applying the four operations** **Year 3:** Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 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 Add and subtract amounts of money to give change, using both £ and p in practical contexts **Year 4:** Solve number and practical problems that involve all of the above and with increasingly large positive numbers Recall multiplication and division facts	**Year 5:** Begin to decide which representations of data are most appropriate and why (non-statutory guidance) **Year 6:** Interpret and construct pie charts and line graphs and use these to solve problems **Measures and describing patterns** **Year 5:** Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling Use the properties of rectangles to deduce related facts and find missing lengths and angles **Year 6:** Generate and describe linear number sequences **Financial maths and enterprise** **Year 5:** Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign **Year 6:** Solve number and practical problems Solve problems involving addition, subtraction, multiplication and division **Problem solving** **Year 5:** Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign **Year 6:** Solve number and practical problems Solve problems involving addition, subtraction, multiplication and division **Transition and High Value Learning**

		squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] **Year 2:** Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line **Place value with larger numbers** **Year 1:** 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 **Year 2:** 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 Read and write numbers to at least 100 in numerals and in words **Calculation review** **Year 1:** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = __ - 9 **Year 2:** Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication	for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Multiply two-digit and three-digit numbers by a one-digit number using formal written layout **Proportional** **Reasoning 3- finding fractions of continuous quantities** **Year 3:** Solve problems that involve all of the below [fraction objectives from Year 3] **Year 4:** 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 Convert between different units of measure [for example, kilometre to metre; hour to minute] **Rolling Sequences:** **Cycle A:** **Roman numerals** Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value **3D-shape** Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them **Symmetry** Identify lines of symmetry in 2-D shapes presented in different orientations	**Year 5:** Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve number problems and practical problems that involve number and place value **Year 6:** (Preparation for KS3)

		and division facts, including problems in contexts **Transition - Review and focus on High Value Learning – place value, mental and written fluency.**	**Cycle B:** **Negative numbers** Count backwards through zero to include negative numbers **Geometry - Co-ordinates** Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left / right and up / down **Geometry – Position and direction** Plot specified points and draw sides to complete a given polygon **Transition - Review and focus on High Value Learning – place value, mental and written fluency.**	
Other opportunities for cultural capital	• CIL creates a child-led environment for children to progress their maths skills.	• School council reps organise and calculate profit for charity days.	• School council reps organise and calculate profit for charity days.	• Merchant Taylor Maths competition and treasure hunt on their grounds for Year 5 pupils. • K'NEX challenge for Year 5 in Summer Term. • School council reps organise and calculate profit for charity days.

ART	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1: Looking at me**	**Autumn: Flowers/Van Gogh**	**Autumn: Tiger in a Tropical Storm (Henri Rousseau)**	**Autumn: William Morris**
NC Links ELGs (Early Years) Scheme Outcomes	**Autumn 1** **EAD (Art)** creates simple representations of events, people and objects **EAD (ART)** Experiments to create different textures. **PD (ART)**Begin to use anticlockwise movement and retrace vertical lines	• evaluate and analyse creative works using the language of art, craft and design • know about great artists, to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists	• produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting. • evaluate and analyse creative works using the language of art, craft and design • know about great artists and understand the historical and cultural development of their art forms. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting	• produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • to create sketch books to record their observations and use them to review and revisit ideas
Unit Title/s	**Aut 2- Twinkly lights and Gloomy Nights**			
NC Links ELGs (Early Years) Scheme Outcomes	**EAD (Art)** explores what happens when they mix colours. Chooses particular colours to use for a purpose **EAD(ART)** Understands that media can be combined to create new effects			
Skills to be developed	**Autumn 1&2** **Creating Ideas** For instance: • Experiments to create different textures • Understands that different media can be combined to create new effects **Drawing/Mark Making** **For instance:** • Creates simple representations of events, people and objects • begin to use anticlockwise movement and retrace vertical lines • They handle equipment and tools effectively including pencils for writing	**Creating ideas:** • Work from observation and known objects • Use imagination to form simple images from given starting points or a description • Work with different materials • Begin to think what materials best suit the task **Drawing/Mark making:** • Begin to control lines to create simple drawings from observations • Hold a large paint brush correctly • Make marks using paint with a variety of tools • Consider consistency when	**Creating Ideas** • Develop sketch books • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways. **Working with colour** • Mix and match colours (create palettes to match images) • Lighten and darken tones using black and white • Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)	**Creating Ideas** • Select and develop ideas confidently, using suitable materials confidently • Improve quality of sketchbook with mixed media work and annotations • Develop artistic/visual vocabulary when talking about own work and that of others. **Working with Colour** • Build on previous work with colour by exploring intensity • Introduce acrylic paint • Explore using limited colour palettes • Mark make with paint (dashes, blocks of colour, strokes, points) • Develop fine brush strokes **Printing** • Create polystyrene printing blocks to

	• They hold paper in position and use their preferred hand **Working with Colour** **For instance:** • Explores what happens when they mix colours • Chooses particular colours to use for a purpose **Printing Sculpture** **For instance:** • 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 • Manipulates materials to achieve a planned effect **Textiles & Collage** **For instance:** • Understands that different media can be combined to create new effects • Knowledge about Artists	applying paint • Colour within the line • Draw on smaller and larger scales • Begin to add detail to line drawings **Knowledge about artists:** Other inspiration to draw on: • Describe the work of artwork of artists.	• Experiment with watercolour, exploring intensity of colour to develop shades • Use sketchbooks to record drawings from observation • Experiment with different tones using graded pencils • Include increased detail within work • Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) • Use a variety of brushes and experiment with ways of marking with them • Develop shadows **Knowledge about artists:** Other inspiration to draw on: • Use the work of artists to replicate ideas or inspire own work e.g. Look at the work of David Hockney e.g. photo montages (drawing) • Consider the work of artists e.g. Henri Rousseau, Ruth Daniels, Mark Quinn, Carol Simms (colour)	use with roller and ink. **Knowledge about Artists** • Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour)
Activities	**Autumn 1: Looking at me** These activities will be delivered as whole class inputs or as AD activities during CIL • Drawing ourselves using correct shapes • Painting a self portrait using observational skills link to Science • Colour mixing linked to Colour monster- create a colour wheel • Using watercolours to paint an Autumn scene • Harvest artwork for Parent performance **Autumn 2:Twinkly Night and**	• To create observational drawings by looking at real flowers • EFSA Christmas Cards • Children to be introduced to Van Gogh through fact sheet and the book 'Van Gogh and the Sunflowers'. Children to write their own comment/appreciation of the paintings • Children to use 'Wax resist' draw their own flower. Given examples on tables • Children will use the cities picture from Van Gogh to start making their own city scape • Share ideas of buildings that may make up a skyline, share	• Explore the techniques used by a famous artist through observing his painting. Understand the artists historical significance through researching him using IPADS • Using View Finders to create sections of the original painting Children have a go at enlarging their piece by drawing onto a fresh square • Children to experiment with the drawing pencils and add tone and texture to a drawing of a moving tiger • Children to use different shades of green pastels to draw the layers of the backdrop/leaves	• Children given half of a William Morris tile to extend the drawing in black and white • Apply simple use of pattern and texture in a drawing. Recognise the maths in the art of William Morris. Draw lines of symmetry**.** Understand "translation" and "rotation" in repeated art using tracing paper. • Children to use work from last lesson and recreate using paint or pastel • Children use sketch books to begin designing their own print block or stencil design. Use pictures of flowers from books, plus fabric samples to support. Children to show symmetry • Use digital painting package e.g.

	Gloomy Nights These activities will be delivered as whole class inputs or as AD activities during CIL • Firework patterns using chalks and patterns • Printing with objects and paint to make firework patterns • Painting a day and night scene- work to be used on display • Design a diva and choose colours • Using clay to make a Diva- Linked to RE • Decorate Diva- linked to RE • Make Christmas cards- Linked to RE CC- Parents in to speak about Diwali/ Fireman in to talk about firework night	resources for inspiration. Chn to use sheet or freehand their silhouette • Poppies- Children to use examples of poppies to draw and paint their own with poster paint. CC- Speaker in to discuss with children the importance of the poppies and their significance.	• Experiment with shades of blue and grey watercolours and attempt to create a stormy sky in their sketch books • Children to mix all three media together to make one final picture of their tiger in a storm. CC: Rainforest Trip to London Zoo.	Dazzle to create digital William Morris Tile • Children to use polystyrene tiles to display their design. When chn have completed their own piece, some could work on a large piece of backing paper to be used as backing for display in class • Children to evaluate theirs and others work. They will have time to finish their tiles if needed. • Give chn materials (polystyrene tiles, junk modelling, string, corrugated card etc) and allow them to design their own tile to make their final version of wallpaper
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 remembrance day/week. Links to History topic 'War and Remembrance'. The Van Gogh flowers links nicely to Spring topic of Seasons.	Links to the English unit: writing anon-chronological report on tropical rainforests. Geography unit: study of rainforest, animals and climate. Science: animal food chains	Links to History unit : Victorians Links to DT unit: Victorian Tea Party.
SPRING TERM				
Unit Title/s	**Spring 1: Fantastic food**	**Spring: Seasons and The Great Fire of London**	**Spring: Lowry**	**Spring: Greek Pots/Urns**
NC Links ELGs (Early Years) Scheme Outcomes	**EAD (ART)** They handle equipment and tools effectively including pencils. They find out and make decisions about how media and material can be combined and changed	• Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, and other art, craft and design techniques • To use a range of materials creatively to design and make products • To use drawing, painting and to develop and share their ideas,	• Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques,	• Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • to create sketch books to record their observations and use them to
Unit Title/s	**Spring 2- Once upon a time**			

NC Links **ELGs (Early Years)** **Scheme Outcomes**	**Maths (Art)** 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 **EAD (ART)** They hold paper in position and use their preferred hand. They talk about features of their own and others work	experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	including drawing, painting with a range of materials [for example, pencil, charcoal, paint	review and revisit ideas • 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]
Skills to be developed	For instance: • Experiments to create different textures • Understands that different media can be combined to create new effects For instance: • Creates simple representations of events, people and objects • Begin to use anticlockwise movement and retrace vertical lines • They handle equipment and tools effectively including pencils for writing • They hold paper in position and use their preferred hand	**Creating ideas:** • Work from observation and known objects. • Work with different materials. **Drawing/Mark Making** • Begin to control lines to create simple drawings from observations. • Hold a large paint brush correctly. • Consider consistency when applying paint. • Colour within the line. **Working with colour** • Recognise and name primary and secondary colours. • Create and experiment with shades of colour and name some of these.	**Creating ideas:** • Develop sketch books • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work • Experiment with a wider range of materials • Present work in a variety of ways **Drawing/Mark Making** • Use sketchbooks to record drawings from observation • Experiment with different tones using graded pencils • Include increased detail within work • Draw on a range of scales • Draw using a variety of tools and surfaces (paint, graphite pencils, charcoal and pastel) • Use a variety of brushes and experiment with ways of marking with them **Working with colour:** • Mix and match colours (create palettes to match images) • Experiment with watercolour, exploring intensity of colour to develop shades • Explore complementary and opposing colours in creating patterns •	**Creating Ideas:** • Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others **Drawing/Mark Making** • Use first hand observations using different viewpoints, developing more abstract representations • Investigate proportions **Sculpture** • Design and create sculpture, both small and large scale. • Use objects around us to form sculptures • Use wires to create malleable forms • Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with 20odroc)
Activities	**Spring 1: Fantastic Food** These activities will be delivered as	• Drawing a winter tree on A5 paper. Children to use sketching	• Children are going to be introduced to artist and shown a	• Children to be introduced to the topic via PP

	whole class inputs or as AD activities during CIL • Creating a gingerbread man- Using shapes as stencils and pencils • Observational drawings of fruit • Texture rubbings using crayons • Making textured paints • Exploring media- collage techniques **Spring 2: Once upon a time** These activities will be delivered as whole class inputs or as AD activities during CIL • Combining media- Jack and Beanstalk (pencils, collage and paint) • Observational drawings of flowers • Experiment with different ways of joining materials- glue, sellotape, hole punch and treasury tags and staples • 3D structures- junk modelling • Seasons painting • Mothers day card	pencils. Use side of pencil, smudge, add texture • Children to practice watercolour on winter tree sketch • Children to draw a spring tree and to think about the shape. Use drawing to paint a quarter to show spring scene • Same as above but with summer tree (Painting) • Same as above but with autumn tree using collage Great Fire of London • Children to experiment using pastels looking at techniques • Children to use chalks and pastels to make a 'fiery' scene. The fire needs to take up most of the page • Children to make house silhouettes • Mother's Day cards • DT Unit – Making Tudor houses CC- Gunnersbury Park Trip	simple power point explaining some of his work. The children are then going to use charcoal in their sketch books to recreate a scene of factories • Children are going to focus on the people in Lowry's paintings and how simple they are. Children are going to use colour pencils, charcoal or pastels to create movement and shape • Dividing the scene of one painting into: foreground, middle ground and background. Discuss perspective. Children to have a go at sketching an industrial scene using the concept of a foreground, middle ground and background • In sketch books, turn the photo of London into a Lowry style sketch (buildings and landscape only). Look at how they need to add breadth to the buildings to give a 3D element • Re-cap the 5 basic colours that Lowry would paint with. Use paint to mix and add colour to their final piece.	• Children will have time to research different using books and print outs • Children to look at different ways to use a sketching pencil too shade etc • Children are to pick a chosen Greek pot and cut out a section. This is what they are going to be sketching and focusing on • Children to create a collage of a Greek pot • The chn are going to design a Greek pot that they will make next week • Using their designs from last week, the chn are going to start making their clay pots. They will also be painting them.
Context (why are we teaching this here & now)	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.	Links to other units this term: Science- Living things and their habitats. Links to History Topics- London's Burning (The Great Fire of London) Significant historical places in the locality Links to Geography Topic- Weather	Links other units taught this term: Geography – settlement towns and cities.	Links to other units taught this term: DT- Ancient Greek Sandals History: Ancient Greeks
SUMMER TERM				
Unit Title/s	**Summer 1: Superheroes and me**	**Summer: Chinese Lanterns**	**Summer: Egyptian Art**	**Summer: Cassiobury Park**
NC Links ELGs (Early Years) Scheme Outcomes	**EAD (Art)** Children develop their own ideas through selection and using materials and working on processes that interest them.	• To use a range of materials creatively to design and make products • To use drawing, painting and	• Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing,	• Produce creative work, exploring their ideas and recording their experiences

Unit Title/s	**Summer 2:** **All creatures great and small**	sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • To create sketch books to record their observations and use them to review and revisit ideas • 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] • About great artists, architects and designers in history.	• Become proficient in other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**EAD (Art)** Through explorations they find out and make decisions about how media and materials can be combined and changed.			
Skills to be developed	**For instance:** • 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 • Manipulates materials to achieve a planned effect. **For instance:** • Creates simple representations of events, people and objects • Begin to use anticlockwise movement and retrace vertical lines • They handle equipment and tools effectively including pencils for writing • They hold paper in position and use their preferred hand	**Sculpture:** • Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures • Look at sculptures and try to recreate them using everyday objects/range of materials • Begin to form own 3D pieces • Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools **Creating Ideas:** • Work from observation and known objects • Work with different materials **Working with colour:** • Recognise and name primary and secondary colours • Mix primary colours to make secondary colours • Share colour charts to compare variations of the same colour • Create and experiment with shades of colour and name some of these • Recognise warm and cold	**Creating Ideas:** • Develop sketch books • Develop artistic/visual vocabulary to discuss work • Begin to suggest improvements to own work **Drawing/Mark Making:** • Use sketchbooks to record drawings from observation • Experiment with different tones using graded pencils • Include increased detail within work **Sculpture:** • Develop confidence working with clay adding greater detail and texture • Add colour once clay is dried • Investigate ways of joining clay – scratch and slip	**Creating Ideas:** For instance: • Select and develop ideas confidently, using suitable materials confidently • Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others • Begin to explore possibilities, using and combining different styles and techniques **Drawing/Mark Making:** For instance: • Use first hand observations using different viewpoints, developing more abstract representations • Introduce perspective, fore/back and middle ground **Textiles & Collage:** For instance: • Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. **Knowledge about Artists** Other inspiration to draw on:

		colours **Drawing and Mark Making** • Begin to control lines to create simple drawings from observations • Hold a large paint brush correctly • Consider consistency when applying paint • Colour within the line • Begin to add detail to line drawings		• Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour)
Activities	**Summer 1:** These activities will be delivered as whole class inputs or as AD activities during CIL • Printing with vegetables and paint. • 3D Collage to make super vegetable • Design their own superhero drawing with pencils or painting • Paper Mache and balloons to make 3D planets • Create a recycling poster linked to Michael Recycle **Summer 2: All creatures great and small** These activities will be delivered as whole class inputs or as AD activities during CIL • Exploring animal patterns linked to Walking through the Jungle • Using Farm animals to create shadow drawing- Outside link to Science • Design your own animal shelter • Junk model to make your own animal shelter • Collaborative under the sea scene using watercolours • Cutting and sticking focus for collaborative under the sea	• Children to look at the Willow pattern items. Children to have a go at drawing their own design inspired by the willow patterns. • Recap what we are aiming to recreate. Discuss how to mix colours and use brushes correctly. • Looking at the painting style that the Chinese use children are to make their own window Chinese lantern. Using tissue paper and collaging. • Children to add Chinese designs in paint on the tissue paper backgrounds. Adding the lantern frame and tassel • Children to use clay to sculpt a whole dragon • Focusing on the detail of the Chinese dragons head • Adding the colour to our Chinese dragon drawings, using poster paint.	• In their sketchbooks the chn are to write their name and then practise writing it using the hieroglyphics by only writing the sounds. • Using their hieroglyphics from last lesson the chn are to sketch their name vertically onto their papyrus. • Chn are to annotate the key features of the canopic jars, identifying the key features and detail. • Explain that based on our research we are going to create a design for our own canopic jar. • Using clay children are to make Canopic jars. • Making the top of our canopic jars out of clay • Painting Canopic jars.	• Children to observe presented picture and analyse effectiveness. Children to plan and design their patchwork rural landscape in their sketch books. • Children are made aware of safety using needles. T to go through sewing styles and children to begin having a go at sewing. • Children to continue learning sew techniques having a look at a variety of different styles. • Children to use designs to begin creating their own patchwork landscape. Using the sewing techniques used. • Children to continue creating their design of their chosen landscape. • Children's last lesson on completing their design. CC- Cassiobury Park Trip

	scene CC- Parent in to discuss Chinese new year			
Context (why are we teaching this here & now)		Links to other units taught this term: Geography: China (Contrasting Location Outside Europe) DT- A taste of China.	Links to other units taught this term: History- Ancient Egypt and mummification. English: writing an explanation text on mummification. RE: justice and fairness, religious beliefs and their importance.	Links to other units taught this term: History: Local study (Cassiobury Park). English: Links to 3 units taught this term, Pandoras Box, Percy Jackson and Parthenon Marbles Debate.
Other opportunities for Cultural Capital	Visit from artist to help explore new skills.	Speaker in to discuss Chinese New Year. Incorporate DT and Art together and do a gallery restaurant for parents/staff.	Trip To British museum to explore Egyptian artefacts and art work. Graffiti Art- Anti Bullying Day	Trip To V&A To explore William Morris Art. Textile Artist to speak about sewing and use of materials. Incorporate DT and Art together and do a Victorian gallery restaurant for parents/staff. Graffiti Art- Anti Bullying day

COMPUTING	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1: Exploring Sound**	**Autumn 1&2: Getting Creative**	**Autumn 1&2: Authoring**	**Autumn 1&2: Sound Works**
NC Links **ELGs (Early Years)** **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.	1.i 1.ii 1.iv 1.v 1.vi • Create or capture digital images that can be used for a sequencing activity • Create a simple algorithm to specify the process for a simple animation (which could be an image sequence) • Use the algorithm to create the simple animation (or sequence of images) • Use appropriate software to write a short description of their animation • Comment on their completed task (saying what they liked and what they would change).	2.v 2.vi 2.vii • Plan a non-linear multimedia text for a specific purpose. Choose an appropriate application and create the text • Demonstrate an understanding of copyright and ownership • Share their work with others and make improvements in the light of their discussions • Evaluate their completed task and comment on their choice of application.	2.vi 2.vii • Plan and create a multitrack sound recording using sound editing software to communicate and idea or mood appropriately and safely for a specific audience • Save/upload the recording to a space that can be shared with others. (Upload to a safe online space if available) • Demonstrate that they have respected ownership and copyright • Share their work with others discussing choices they made • Review, refine and develop their work • Evaluate their completed task, reflecting upon their approach to the task and the resulting piece
	Autumn 2: Images & Light 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			
Skills to be developed	**Autumn 1: Exploring Sound** • Record and manipulate digital sound • Work with moving image including animation	• Word processing and digital writing • Capture, create and manipulate digital images knowing how they are created	• Word processing and digital writing • apture, create and manipulate digital images knowing how they are created	• Record and manipulate digital sound • Use appropriate language and behaviour on online spaces • Use computer networks and the internet and related services.

	Autumn 2: Images & Light • Use dataloggers and sensors for collecting and analysing data • Investigating digital magnifiers and microcscopes. • Organise data into graphs, charts, diagrams, mindmaps, tables • Capture, create, manipulate digital images and know how they are made • Work with moving image including animation	• Work with moving image including animation • Plan, create, debug, refine and explain algorithms • Logical reasoning to support work with algorithms and programs	• Work with moving image including animation • Record and manipulate digital sound.	
Activities	Autumn 1: Exploring Sound • 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 • 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 • Encourage children to share digital sounds with others, joining in with songs, refrains, and story elements • Provide sound buttons on displays or activities for children to play back. Encourage them to make their own recordings for the displays • Set up activities for the children which use quick 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	• Children should take photos on the ipads knowing the difference between digital and non-digital images. The images should link to a topic. Adult should save to the shared drive pupil work from the ndrive. They can show basic photo editing skills Children insert images onto clicker 5 and add text. Chn should manipulate font. They should use backspace, caps lock, copy cut paste and spell checker. • On Clicker 5 chn can see how animation can support a story. They should sequence their photos to create their story using a grid. They should save their work to the ndrive. They can also record their own sentences and ask Clicker 5 to read back their story to engage with digital sound. For basic programming use Hopscotch to create a sequence of movements (LA could use pre-programmed movement, HA could write their own.)	• Chn should understand how computers save information, what a file is and the size of files e.g. a byte = one letter (use information in the power point.) Show discs. Memory sticks and refer to clouds – show a picture of cloud storage • Chn should tinker with opening files in publisher, importing information and saving to their ndrive • Chn should look at file name e.g. pdf and jpeg and size and see how it changes as they add information e.g. words, pictures and videos. • Chn should compare operating systems e.g, ios for Apple and android for phones, Windows for laptops – noting differences • Chn should create a leaflet, poster or powerpoint linked to a topic to use word processing skills, this should progress work done in LS1 Getting Creative • Chn should import images using photo-editing skills • Chn should compare and contrast various multimedia texts from the web looking at audience suitability, clarity, ease	• Create layered sound recordings, using sounds from varied sources and editing for specific audiences and purposes • Revisit and modify their film/animation/sound work in light of audience reaction; adapting pieces for different audiences • Understand the need to keep and review drafts; revisit previous drafts considering the effectiveness of changes • Use logical reasoning to predict, review and critically evaluate • Critically evaluate their work using peer and self-review to modify and improve it • Export sound recording/s in a suitable format and use in another application • Understand how sound files can be organised as podcasts • Create a simple music composition in a selected programming language • Save/organise their work on and offline using appropriate names and structures • Demonstrate clear understanding of school's online safety rules including for copyright and data protection; apply in their work • Promote eSafe practice in others

	• Provide quick sound capture resources so that children can choose to add a recorded comment about something they have done or produced • 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 • Remind them to ask permission before recording another person's voice		of use etc • The task should be to create a non-linear multimedia presentation for chn in the school which includes hyperlinks, it should link to a taught topic (Anglo-Saxons.)	• Apply consistently high standards when using technology on- and off-line • Compare their use of technology to work with digital image in and beyond school
	Autumn 2: Images & Light • 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			
Context (why are we teaching this here & now)	Exploring Sound: 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 curriculum. It is taught at the beginning of the year, as it is easily accessible for younger children. Images and light: 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. Linking to Christmas and Diwali light displays.	Children are learning the basics of word processing skills in readiness for using word, power point and publisher in KS2. They are learning keyboard skills. They are also being introduced to animation and programming via sequencing. This unit must follow on from Let's Create to show clear progression of word processing	In Authoring the chn progress their word processing skills and keyboard skills using Word, Power Point and Publisher. This unit can be linked to any other curriculum subject via the subject of the presentation. E.g. Ancient Egyptians. As many children have ipads rather than laptops at home, both Microsoft Word and Mac ipages should be taught. Running these two units together shows clear progression across these year groups and allows teacher discussion as to progression of skills	This unit progresses the children's understanding from Year 3.4 by using the audacity software to layer musical tracks. This unit can be linked to the music curriculum. Work created could be used for the Year 6 leaver's assembly.
SPRING TERM				
Unit Title/s	**Spring 1: Finding Out**	**Spring 1&2: Starting Research**	**Spring 1&2: Accuracy Counts**	**Spring 1&2: Data Matters**
NC Links ELGs (Early Years) Scheme Outcomes	Preparation for:1.iii 1.iv 1.v 1.vi • 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 if something they see makes them worried or uncomfortable	1.iv 1.v 1.vi • Use suitable digital resource/s from a restricted range, employing different techniques to find the information • Use existing templates or simple software to organise the information they have found • Share with peers or others, explaining how they have organised what they have found	2.iv 2.v 2.vi 2.vii • Carry out some research related to a curriculum topic, ideally designing their own research questions and identifying key words. The research should include numerical data • Present the information they have found, including using a spreadsheet to produce appropriate supporting graphs • Evaluate their work and consider how it could be improved further	2.iii 2.iv 2.v 2.vi 2.vii • Produce a digital resource, selecting software and combining different digital content in an appropriate format to inform younger pupils about an aspect of the online world encouraging eSafe practice (for example: effective searching, reducing digital footprints, using online spaces safely, big data, databases in the world etc) • Present their resource, explaining how they ensured their own research practice was safe and appropriate
	Spring 2: Making Marks			

	Preparation for:1.ii 1.iv 1.v 1.vi • Children explore ways we use technology to write and to draw, using a broad range of devices and input tools • They develop knowledge of the keyboard through regular links to phonics • 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			
Skills to be developed	**Spring 1: Finding Out** • Organise data into graphs, charts, diagrams, mindmaps, tables • Investigating programming and design in digital devices/systems • Use dataloggers and sensors for collecting and analysing data • Investigating digital magnifiers and micrcscopes • Word processing and digital writing • Capture, create and manipulate digital images knowing how they are created • Work with moving image including animation **Spring 2: Making Marks** • Capture, create and manipulate digital images and know how they are made • Use word processing and digital writing • Work with moving image including animation • Record and manipulate digital sound.	• Understand digital search technologies and tools • Research and evaluate digital content • Combine researches from different sources • Edit and refine search material to make it their own • Organise data into graphs, charts, diagrams, mindmaps, tables	• Understand digital search technologies and tools • Research and evaluate digital content • Combine researches from different sources • Edit and refine search material to make it their own • Using spreadsheets with formulae, functions and modelling • Organise data into graphs, charts, diagrams, mindmaps, tables	• Datalogging and using sensors for sensing, collecting and analysing data • Investigating using digital magnifiers and microscopes • Searching, organising and analysing data from data bases – considering big data • Categorising and sorting data using branching databases • Compiling spreadsheet with formulae, functions and modelling • Organising data with graphs, diagrams, mindmaps and tables • Exploring, identifying and adding binary numbers • Understand digital search technologies and tools • Research and evaluate digital content • Combine researches from different sources • Edit and refine search material to make it their own
Activities	**Spring 1: Finding Out** • Chn should be able to take photos with ipads and be shown them on whiteboards, they should relate to a visitor or	• Children should carry out digital and non-digital research and know the difference • They should use Kiddle as the	• Children should know what a computer network is, taking part in unplugged activities to model this. They must understand that the WWW is part of the internet	• Understand how big data is used in the real world • Understand how file extensions are used

	event. Children should be aware of digital and nondigital images and that permission should be sought before taking photos • 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 • Children should be able to use a range of input devices including touch screen, mouse and keyboards. They could build their own profile on 2Simple Build a Profile which includes a photo • 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 **Spring 2: Making Marks** • Provide defunct keyboards for children to use in role-play and encourage them to explore keyboards and their use in the outside world • 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) • Provide opportunities for	search engine • They should know that websites have a unique address like their home address and look at some of the different suffixes e.g. sch.uk • Tinker with using tools to search for information e.g. menus, search boxes • Children must use the search engine with a key word to find specific information linked to a curriculum topic. They can compare their results and discuss what might not be true • Children should present their results using a graphing tool e.g. 2graph or LA children could record their findings on Voice Memos on the ipads. They could also use imotion to video their findings. • The children could organise their information using a mindmap and link this to the final activity • They could also create a graph/pictogram of information on RM Starting Graph and answers questions about what the graph shows • Chn use 2 program on laptops for HA or Popple on the ipads for LA who find typing difficult.	along with digital image, e-mail etc • They must carry out research on the WWW related to a curriculum link using Kiddle search engine. They should know how search engines work and the relevance of IP addresses and URL. Children must be introduced to searches for free resources and Creative Commons Licences. This should link to keep data safe on the internet • Use information Magic to create their own data base linked to a curriculum topic. La can create a simple data base, HA can use advanced option to create their own fields • Chn can populate data base and use the graph function to create graphs. They should write and answer questions on the results. Extend to excel and discuss rows, columns and cells. Use sum and show the formula behind the function key.	• Understand that devices on a network have an IP address, locate examples • Know data is analysed to provide information and this can be positive or negative • Explain in simple terms how a search engine retrieves data • Use search operators and linked searches effectively to locate required information • Know how their digital tattoo is created • Construct different types of question; use to structure a database • Use databases to organise, refine analyse data • Present answers/conclusions in suitable formats, support by appropriate graphs • Understand how to identify and correct inaccurate/implausible data in a database • Understand and apply the school's eSafety rules, consistently especially those for copyright and personal data

	children to practise typing letters and numbers using connected onscreen and physical keyboards as well as defunct/pretend keyboards • 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 • Provide cards for the children to sequence and to follow when printing or saving their work • Talk to others about whether they would decide to print or save their work. Remind them to ask for help if they need it. • 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 • Use simple onscreen activities to label or sort different input devices			
Context (why are we teaching this here & now)	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 if something they see makes them worried or uncomfortable. The unit is taught first to help children explore and become familiar with the Reception surrounding.	Children develop understanding of researching using non-digital and digital sources, including the World Wide Web. They understand the need to check their research results. They present their research. They use charts, graphs and mind maps. They begin to respect copyright and ownership and know who to talk to if they are worried. This unit links to both history and geography as the chn can research the content of both subjects to support their learning. This unit is the start of the research strand and all classes teach it this	Children discuss computer networks including the internet and the services it offers. They explore how search engines work and what influences results, evaluating search engines and using sources. They learn about the threat from computer viruses and develop understanding of intellectual property and relate this to their own content. They use spreadsheet software to create graphs and to explore number patterns. This unit can be linked to D+T as the children can create a cost sheet for the production of their	This unit has strong links to geography and the weather station should be used to collect sensory data, which can then be presented in graph form and analysed. The spreadsheet creation can be linked to either a maths topic or D+T topic. The unit is the third in the strand and should show clear progression from LKS2 which is being taught in the same term.

		term, this allows clear progression to be seen across the school.	magnetic board game. They can also create a database linked to other curriculum subjects such as science; This is the second unit of the research strand progressing from KS1.	
SUMMER TERM				
Unit Title/s	**Summer 1&2: Toys and Machines And Exploring Laptop and Logins**	**Summer 1&2: Messages and Virtual Worlds**	**Summer 1&2: Developing Communication**	**Summer 1&2: Staying Connected**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	Preparation for:1.i 1.ii 1.iii • 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.	1.i 1.iii 1.iv 1.v 1.vi • From a limited collection, choose a simulation to explore • Explain the effects of the choices or decisions they made in the simulation and how these choices affected what happened • Use logical reasoning to predict how the simulation might develop further • As a group, send or post an electronic recommendation about the simulation to someone in the school community.	2.iv 2.vi 2.vii • Create a sound project for a given audience/purpose. • Share their work via email, blog or other communication tool, if a safe platform is available • Evaluate their completed task	2.iv 2.v 2.vi 2.vii • As a class, identify a topic or focus for a class wiki • Individually create a page for the class wiki, using an appropriate style, format and content for the target audience • Explain the steps taken to ensure that contributions are accurate, unbiased, relevant and respectful of copyright
Skills to be developed	• Investigate programming and design in digital devices • Program onscreen and physical devices and systems • Use different programming languages, including unplug one • Use sequences and selection • Investigate programming and design of simulations and games	• Understand and use digital communication including e-mails • Use appropriate language and behaviour if using online spaces • Use computer networks and the internet and related services • Investigate design and programming of simulations and games • Plan, create, debug, refine and explain algorithms • Use logical reasoning to support work with algorithms and programs.	• Understand and use digital communication including email • Use appropriate language and behaviour if using online spaces • Use computer networks and the internet and related services • Collaborate and communicate in online spaces such as emails • Record and manipulate digital sound • Develop word processing and digital writing skills.	• Understand digital search technologies and tools • Research and evaluate digital content • Combine researches from different sources • Edit and refine search material to make it their own • Understand and use digital communication, including e-mail • Use appropriate language and behaviour on online spaces • Use computer networks, the internet and related services • Collaborate and communicate in online spaces

				• Word processing and digital writing • Capture, create and manipulate • digital images knowing how they are created • Work with moving image including animation • Organise data into graphs, charts, diagrams, mindmaps, tables
Activities	• 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 • 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. • 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 • Provide opportunities to enable children to share their understanding with others and to develop increasing independence in the safe use of computing devices • 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 • Encourage the children to create instructions, either using	• Children should discuss how messages are sent both digitally and non-digitally and how it has changed over time. Should consider facetime, skype, face to face, letters etc. Consider which is quickest – this could be a sorting activity. Chn should the language used for formal and informal messages – link to geography sending postcards or texts when on holiday from Travelling Ted. • Set up a class blog using Edublogs and as a class post an online comment. Discuss how to stay safe using online spaces using CEOP web site https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ • Set up their own avatar or discuss their avatar on TTS Rock Stars. Show Kim and Lee from CEOP web site on staying safe using avatars. Discuss what simulations are and show Duck Animator on curriculum resources. Discuss how the duck flies and how the program is changing to make it fly. Using Hopscotch discuss how the sprits move showing the programming behind them. Ask children to write a program in Hopsctoch e.g shrink and spin.	• Understand, in simple terms, the similarities between the systems of sending an email and a physical letter • Use email and blogging tools appropriately, including maintaining their own blog and commenting on others' blogs • Explain differences between email and blogging; begin to compare with other tools • Capture digital sound and use sound editing tools to produce sound clips for a purpose • Use a range of approaches to engage the audience • Review, check and evaluate their work, modifying it in light of comments from others • Explain how their choices or decisions help them solve problems in their work • Explain how their choices or decisions help them solve problems in their work • Demonstrate understanding of the school's online safety rules; respect copyright and ownership by appropriate use in their work and ensuring they do not share personal data online • Demonstrate understanding of the rules for the safe use of images in their work • Discuss their use technology to create / adapt images in and	• Revisit definition of WWW and internet. Establish the difference between relief and virtual conversation, stress importance of keeping safe when using online chatroom, chatting to players of games etc. • Look at terms of use for facebook etc. Discuss how to use social media – use CEOP and their keep safe videos. Introduce GPS systems and how images posted shown their location if phone locaters are switched on • Establish what a blog is who uses them and why. Children should send paper blogs as an unplugged activity • Using a class Edublog children write and send blogs about an event at school. When researching, to show progression it is important that children use an advanced search engine using such criteria as" exact phrase" or "only these words." • Chn should know that not everything is true on a website http://zapatopi.net/treeoctopus/ • Children should understand what a wiki page is, that it is a collaborative page –use Wiki for kids and that it may not be accurate • They should write their own wiki page in Wikispace on a curriculum topic. They should know how to format and edit the page

	a camera, or simple drawing on cards, for their own task, for example building a tower, making a sandcastle etc • Provide space and opportunities for children to "play robot" using the programming cards and being "programmed" to carry out a task by other children • Set up activities where children can use the programmable devices in simple tasks related to counting, number, shape, phonics, letter identification etc • Encourage children to suggest challenges and to share their experiences of programming with others	Progress to Scratch if already used in Getting Creative. The task should enable the children to explore simulations.	beyond school; be aware of digital image in the wider world	
Context (why are we teaching this here & now)	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.	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 children are introduced to e-mail, which can be linked to letter writing in English. They are shown the basic programming sequence and learn about simple simulations and animations, which can be linked to science (how birds fly.)	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 children use a class email and send messages to one another. This unit can be linked to many subjects via content of email. They capture sound recordings to add to emails, which can be linked to the sound unit of work in science. Chn should use dataloggers to look at sound pollution that links to science and geography.	Children develop safe and appropriate use of online technologies, considering what they can use and what information is shared about them. They create blogs for collaborative projects, checking and uploading digital content. They build a class wiki, taking editorial responsibility for their work. They know the school's eSafety rules and are proactive in encouraging other children to keep safe online. Their word processing skills have now been developed and they should be confident in formatting and editing.
Other opportunities for cultural capital	• E-safety lessons throughout the year when needed.	• E-safety lessons throughout the year when needed.	• E-safety lessons throughout the year when needed.	• Merchant Taylors work with each class, twice per year to deliver a programming lesson with robot technology. • E-safety lessons throughout the year when needed.

DT	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1: Looking at Me** **Autumn 2: Twinkly Lights and Gloomy Nights**	**Autumn:** **War Vehicles**	**Autumn:** **Exotic Fruit Smoothies (Rainforests)**	**Autumn:** **Victorian Afternoon Tea**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**EAD (DT)** Talks about plans they have made to carry out and what they might change if they repeat. Manipulates materials to achieve a planned effect. **PSE (DT)** They show understanding of need for safety when tackling new challenges	Explore and use mechanisms (wheels and axels) in the products, design purposeful, functional and appealing products for themselves and other users, cut, shape, join and finish	Understand the principles of a healthy and varied diet	Cook savoury dishes using a range of cooking techniques, evaluate their ideas & products against their own design criteria & consider the views of others to improve their work
	Autumn 2: **EAD (DT)** Developing their own ideas through selecting and using materials and work on processes that interest them			
Skills to be developed	**DESIGNING: Understanding contexts, users and purposes:** For instance: • Constructs with a purpose in mind, using a variety of resources • Develop their own ideas through selecting and using materials and work on processes that interest them **DESIGNING: Generating, developing, modelling & communicating ideas:** For instance: • Talk about the ideas and processes which have lead them to make products **MAKING: Planning** For instance: • Talks about plans they have	**DESIGNING: Understanding contexts, users and purposes:** For instance: • Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local • Community, industry and the wider environment • State what products they are designing and making • Say whether their products are for themselves or other users • Describe what their products are for • Say how their products will work • Say how they will make their products suitable for their intended users • Use simple design criteria to help develop their ideas **DESIGNING: Generating, developing, modelling and communicating**	**DESIGNING: Generating, developing, modelling and communicating ideas:** For instance: Across KS2 pupils should: • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and • Communicate their ideas • Use computer-aided design to develop and communicate their ideas In early KS2 pupils should also: • Generate realistic ideas, focusing on the needs of the user • Make design decisions that take account of the availability of resources	**DESIGNING: Generating, developing, modelling and communicating ideas:** For instance: Across KS2 pupils should: • share and clarify ideas through discussion • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas • use computer-aided design to develop and communicate their ideas In late KS2 pupils should also: • generate innovative ideas, drawing on research • make design decisions, taking account of constraints such as time, resources and cost **MAKING: :Planning** For instance: Across KS2 pupils should:

	made to carry out activities and what they might change if there were to repeat **MAKING: Practical Skills & Techniques:** For instance: • Shows understanding of the need for safety when tackling new challenges and considers and manages some risk • Shows understanding of how to transport and store equipment safely • Practises some appropriate safety measure without direct supervision • Selects resources and adapts work where necessary **EVALUATING: Own products & Ideas:** For instance: • Through their explorations they find out and make decisions about how media and material can be combined and changed • They talk about features of their own and others work, recognising the differences between them and the strengths of others **EVALUATING: Existing Products:** For instance: • Find out and make decisions about how media and materials can be combined and changed **TECHNICAL KNOWLEDGE: Making Products Work:** For instance: • They know the properties of some materials and can	**ideas:** For instance: • Generate ideas by drawing on their own experiences • Use knowledge of existing products to help come up with ideas • Develop and communicate ideas by talking and drawing • Model ideas by exploring materials, components and construction kits and by • Making templates and mock-ups • Use information and communication technology, where appropriate, to develop • And communicate their ideas **MAKING: Planning** For instance: • Plan by suggesting what to do next • Select from a range of tools and equipment, explaining their choices • Select from a range of materials and components according to their characteristics **MAKING: Practical Skills & Techniques:** For instance: • Follow procedures for safety and hygiene • Use a range of materials and components, including construction materials and kits, • Textiles, food ingredients and mechanical components • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques,	**MAKING: :Planning** For instance: Across KS2 pupils should: • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and • Aesthetic qualities In early KS2 pupils should also: • Order the main stages of making **MAKING: Practical Skills & Techniques:** For instance: Across KS2 pupils should: • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and • Aesthetic qualities In early KS2 pupils should also: • Order the main stages of making **EVALUATING: Own products & Ideas:** For instance: Across KS2 pupils should: • Identify the strengths and areas for development in their ideas	• select tools and equipment suitable for the task • explain their choice of tools and equipment in relation to the skills and techniques they will be using • select materials and components suitable for the task • explain their choice of materials and components according to functional properties and • aesthetic qualities In late KS2 pupils should also: • produce appropriate lists of tools, equipment and materials that they need • formulate step-by-step plans as a guide to making **MAKING: Practical Skills & Techniques:** For instance: Across KS2 pupils should: • select tools and equipment suitable for the task • explain their choice of tools and equipment in relation to the skills and techniques they will be using • select materials and components suitable for the task • explain their choice of materials and components according to functional properties and • aesthetic qualities In late KS2 pupils should also: • produce appropriate lists of tools, equipment and materials that they need • formulate step-by-step plans as a guide to making **EVALUATING: Own products & Ideas:** For instance: Across KS2 pupils should: • identify the strengths and areas for development in their ideas and products

	suggest some of the purposes they are used for • Shows an interest in technological toys with knobs or pulleys • Shows skill in making toys work by pressing parts or lifting flaps **COOKING & NUTRITION: Where Food Comes From:** For instance: • Children know the importance of a god healthy diet • Children know about and can make healthy choices in relation to healthy eating **COOKING & NUTRITION: Food Preparation, Cooking & Nutrition:** For instance: • Eats a healthy range of foodstuffs and understands need for variety in food • Can make healthy eating choices	including those from art and design **EVALUATING: Own products & Ideas:** For instance: • Talk about their design ideas and what they are making • Make simple judgments about their products and ideas against design criteria • Suggest how their products could be improved **TECHNICAL KNOWLEDGE: Making Products Work:** For instance: • About the simple working characteristics of materials and components • About the movement of simple mechanisms such as levers, sliders, wheels and axles • How freestanding structures can be made stronger, stiffer and more stable • That a 3-D textiles product can be assembled from two identical fabric shapes • That food ingredients should be combined according to their sensory characteristics • The correct technical vocabulary for the projects they are undertaking	and products • Consider the views of others, including intended users, to improve their work In early KS2 pupils should also: • Refer to their design criteria as they design and make • Use their design criteria to evaluate their completed products In late KS2 pupils should also: • Critically evaluate the quality of the design, manufacture and fitness for purpose of their • Products as they design and make • Evaluate their ideas and products against their original design specification **EVALUATING: Existing Products:** For instance: Across KS2 pupils should investigate and analyse: • How well products have been designed • How well products have been made • Why materials have been chosen • What methods of construction have been used • How well products work • How well products achieve their purposes • How well products meet user needs and wants In early KS2 pupils should also investigate and analyse: • Who designed and made the products • Where products were designed and made • When products were designed and made	• consider the views of others, including intended users, to improve their work In early KS2 pupils should also: • refer to their design criteria as they design and make • use their design criteria to evaluate their completed products In late KS2 pupils should also: • critically evaluate the quality of the design, manufacture and fitness for purpose of their • products as they design and make • evaluate their ideas and products against their original design specification **EVALUATING: Existing Products:** For instance: Across KS2 pupils should investigate and analyse: • how well products have been designed • how well products have been made • why materials have been chosen • what methods of construction have been used • how well products work • how well products achieve their purposes • how well products meet user needs and wants In late KS2 pupils should also investigate and analyse: • how much products cost to make • how innovative products are • how sustainable the materials in products are • what impact products have beyond their intended purpose **EVALUATING: Key Events & Individuals:** For instance: Across KS2 pupils should know:

			• Whether products can be recycled or reused **EVALUATING: Key Events & Individuals:** For instance: Across KS2 pupils should know: • About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products **TECHNICAL KNOWLEDGE: Making Products Work:** **COOKING & NUTRITION: Where Food Comes From:** For instance: Across KS2 pupils should know: • That food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world In late KS2 pupils should also know: • That seasons may affect the food available • How food is processed into ingredients that can be eaten or used in cooking **COOKING & NUTRITION: Food Preparation, Cooking & Nutrition:** For instance: Across KS2 pupils should know: • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically • Including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating,	• about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products **COOKING & NUTRITION: Where Food Comes From:** For instance: Across KS2 pupils should know: • that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens • and cattle) and caught (such as fish) in the UK, Europe and the wider world In late KS2 pupils should also know: • that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking **COOKING & NUTRITION: Food Preparation, Cooking & Nutrition:** For instance: Across KS2 pupils should know: • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically • Including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, • Spreading, kneading and baking In early KS2 pupils should also know: • That a healthy diet is made up from a variety and balance of different food and drink, as • Depicted in The eatwell plate • That to be active and healthy, food and drink are needed to provide energy for the body In late KS2 pupils should also know: • That recipes can be adapted to change the appearance, taste, texture and aroma

			mixing, • Spreading, kneading and baking In early KS2 pupils should also know: • That a healthy diet is made up from a variety and balance of different food and drink, as • Depicted in The eatwell plate • That to be active and healthy, food and drink are needed to provide energy for the body In late KS2 pupils should also know: • That recipes can be adapted to change the appearance, taste, texture and aroma • That different food and drink contain different substances – nutrients, water and fibre – that are needed for health	• That different food and drink contain different substances – nutrients, water and fibre – that are needed for health
Activities	**Autumn 1: Looking at me** These activities will be delivered as whole class inputs or as AD activities during CIL • Introduction to tools in creative areas • Junk modelling- focus on joining using Sellotape and glue • Properties of materials linked to- Chair for Baby Bear • Making pumpkin soup and writing a ingredient list • Taste testing and evaluating bread products **Autumn 2: Twinkly Night and Gloomy Nights** These activities will be delivered as whole class inputs or as AD activities during CIL • Junk modelling- joining using staples, treasury tags and split pins • Design a diva and choose colours • Using clay to make a Diva-	• Investigate a war vehicle. Draw and label a war vehicle • Investigate chassis, wheels and axels- follow instructions to make different chassis • Make body of vehicle and attach wheels to chassis • Paint and decorate war vehicles • Evaluate finished product	• Investigate smoothies- taste and profile • Taste a range of exotic fruits • Design a smoothie- 3 fruits and one main drink • Plan making their smoothies • Prep fruit- chopping and peeling • Smoothie making • Evaluate- did it meet the criteria? Taste? Did the fruits change when mixed?	• Research the history of tea parties/tradition • Create invitations and taste a variety of cakes • Cakes/recipes/sandwiches- investigate the history of the products • Ingredient experimentation and design cake/recipe • Making and decorating cakes • Evaluation- pupil and parental feedback from tea party

	Linked to RE • Decorate Diva- linked to RE CC- Parents in to talk about Diwali and explain what a Diva is. Children have the opportunity to taste bread and cook pumpkin soup.			
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.	This unit links with the history topic which explores aspects of the Second World War. Involving measuring this will allow for a practical application of measuring skills and understanding of 3 dimensional shape. Structures and how they are built access an understanding of forces.	This unit directly links in with the Geography unit where the Rainforest has been studied and what is grown there. It also links with 'Healthy eating and lifestyle units in PHSE/ Science. Previous exploration has been studied of describing food characteristics, food combination, calorific value and nutritional understanding. There will have been an exploration of how products are designed for different purposes/users/consumers and providers (Supermarkets and restaurants).	Immediate link with History topic Victorians – where different aspects of Victorian life of both rich and poor, different classes and ages. The Victorian tea links with the lives and lifestyle of richer citizens and upper middle class. The unit links with healthy eating, food hygiene – food safety/ micro-organism and tool health and safety PHSE. Use of ICT for research and access to word, publisher and PowerPoint to present findings. Cycle B Staying Connected.
SPRING TERM				
Unit Title/s	**Spring 1: Fantastic Food** **Spring 2: Once upon a Time**	**Spring:** **Building Homes (Great Fire of London Tudor Houses)**	**Spring:** **Light It Up**	**Spring:** **Best Foot Forward (Greek Footwear)**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**EAD (DT)** Find out and make decisions about how media and material can be combined and changed **Spring 2** **UW (DT)** They know the properties of some materials and can suggest some of the purposes they are used for. They practise safety measures without supervision.	Build structures, exploring how they can be made stronger, stiffer and more stable, cut, shape, join and finish, generate, develop, model and communicate ideas through talking, drawing, templates and mock ups	Understand and use electrical systems and their products (circuits, switches, bulbs, buzzers and motors)	Investigate & analyse a range of existing products, generate, develop, model & communicate ideas through discussion, annotated sketches, cross-sectional & exploded diagrams, prototypes, pattern pieces & computer aided design (CAD)
Skills to be developed	**DESIGNING: Understanding contexts, users and purposes:** For instance: • Constructs with a purpose in mind, using a variety of resources • Develop their own ideas through	**DESIGNING: Generating, developing, modelling and communicating ideas:** For instance: • Generate ideas by drawing on their own experiences	**DESIGNING: Understanding contexts, users and purposes:** For instance: Across KS2 pupils should: • Work confidently within a range of contexts, such as the home, school, leisure, culture,	**DESIGNING: Understanding contexts, users and purposes:** For instance: Across KS2 pupils should: • Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry

	selecting and using materials and work on processes that interest them **DESIGNING: Generating, developing, modelling and communicating ideas:** For instance: • Talk about the ideas and processes which have lead them to make products **MAKING: Planning** For instance: • Talks about plans they have made to carry out activities and what they might change if there were to repeat **MAKING: Practical Skills & Techniques:** For instance: • Shows understanding of the need for safety when tackling new challenges and considers and manages some risk • Shows understanding of how to transport and store equipment safely • Practises some appropriate safety measure without direct supervision • Selects resources and adapts work where necessary **EVALUATING: Own products & Ideas:** For instance: • Through their explorations they find out and make decisions about how media and material can be combined and changed • They talk about features of their own and others work,	• Use knowledge of existing products to help come up with ideas • Develop and communicate ideas by talking and drawing • Model ideas by exploring materials, components and construction kits and by • Making templates and mock-ups • Use information and communication technology, where appropriate, to develop • And communicate their ideas **MAKING: :Planning** For instance: • Plan by suggesting what to do next • select from a range of tools and equipment, explaining their choices • Select from a range of materials and components according to their characteristics **MAKING: Practical Skills & Techniques:** For instance: • Follow procedures for safety and hygiene • Use a range of materials and components, including construction materials and kits, • Textiles, food ingredients and mechanical components • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques, including those from art and design **EVALUATING: Own products & Ideas:** For instance:	enterprise, industry and the wider environment • Describe the purpose of their products • Indicate the design features of their products that will appeal to intended users • Explain how particular parts of their products work In early KS2 pupils should also: • Gather information about the needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas **DESIGNING: Generating, developing, modelling and communicating ideas:** For instance: Across KS2 pupils should: • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and • Communicate their ideas • Use computer-aided design to develop and communicate their ideas In early KS2 pupils should also: • Generate realistic ideas, focusing on the needs of the user • Make design decisions that take account of the availability of resources **MAKING: :Planning** For instance:	and the wider environment • Describe the purpose of their products • Indicate the design features of their products that will appeal to intended users • Explain how particular parts of their products work In late KS2 pupils should also: • Carry out research, using surveys, interviews, questionnaires and web-based resources • Identify the needs, wants, preferences and values of particular individuals and groups • Develop a simple design specification to guide their thinking **DESIGNING: Generating, developing, modelling and communicating ideas:** For instance: Across KS2 pupils should: • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and • Communicate their ideas • Use computer-aided design to develop and communicate their ideas In late KS2 pupils should also: • Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost **MAKING: Planning** For instance: Across KS2 pupils should: • Select tools and equipment suitable for the task • Explain their choice of tools and

	recognising the differences between them and the strengths of others **EVALUATING: Existing Products:** For instance: • Find out and make decisions about how media and materials can be combined and changed **TECHNICAL KNOWLEDGE: Making Products Work:** For instance: • They know the properties of some materials and can suggest some of the purposes they are used for • Shows an interest in technological toys with knobs or pulleys • Shows skill in making toys work by pressing parts or lifting flaps **COOKING & NUTRITION: Where Food Comes From:** For instance: • Children know the importance of a god healthy diet • Children know about and can make healthy choices in relation to healthy eating **COOKING & NUTRITION: Food Preparation, Cooking & Nutrition:** For instance: • Eats a healthy range of foodstuffs and understands need for variety in food • Can make healthy eating choices	• Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved	Across KS2 pupils should: • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and • Aesthetic qualities In early KS2 pupils should also: • Order the main stages of making **MAKING: Practical Skills & Techniques:** For instance: Across KS2 pupils should: • Follow procedures for safety and hygiene • Use a wider range of materials and components than KS1, including construction materials • And kits, textiles, food ingredients, mechanical components and electrical components In early KS2 pupils should also: • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy • Apply a range of finishing techniques, including those from art and design, with some accuracy **EVALUATING: Own products & Ideas:** For instance: Across KS2 pupils should:	equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities In late KS2 pupils should also: • Produce appropriate lists of tools, equipment and materials that they need • Formulate step-by-step plans as a guide to making **MAKING: Practical Skills & Techniques:** For instance: Across KS2 pupils should: • Follow procedures for safety and hygiene • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components In late KS2 pupils should also: • Accurately measure, mark out, cut and shape materials and components • Accurately assemble, join and combine materials and components • Accurately apply a range of finishing techniques, including those from art and design • Use techniques that involve a number of steps • Demonstrate resourcefulness when tackling practical problems **EVALUATING: Own products & Ideas:** For instance: Across KS2 pupils should: • Identify the strengths and areas for development in their ideas and products

			• Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work In early KS2 pupils should also: • Refer to their design criteria as they design and make • Use their design criteria to evaluate their completed products **EVALUATING: Key Events & Individuals:** For instance: Across KS2 pupils should know: • About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products **TECHNICAL KNOWLEDGE: Making Products Work:** For instance: Across KS2 pupils should know: • How to use learning from science to help design and make products that work • How to use learning from mathematics to help design and make products that work • Hhat materials have both functional properties and aesthetic qualities • That materials can be combined and mixed to create more useful characteristics • That mechanical and electrical systems have an input, process and output • The correct technical vocabulary for the projects they are undertaking	• Consider the views of others, including intended users, to improve their work In late KS2 pupils should also: • Critically evaluate the quality of the design, manufacture and fitness for purpose of their • Products as they design and make • Evaluate their ideas and products against their original design specification **EVALUATING: Existing Products:** Across KS2 pupils should investigate and analyse: • How well products have been designed • How well products have been made • Why materials have been chosen • What methods of construction have been used • How well products work • How well products achieve their purposes • How well products meet user needs and wants In late KS2 pupils should also investigate and analyse: • How much products cost to make • How innovative products are • How sustainable the materials in products are • What impact products have beyond their intended purpose **EVALUATING: Key Events & Individuals:** For instance: Across KS2 pupils should know: • About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products

			In early KS2 pupils should also know: • How mechanical systems such as levers and linkages or pneumatic systems create movement • How simple electrical circuits and components can be used to create functional products • How to program a computer to control their products • how to make strong, stiff shell structures • That a single fabric shape can be used to make a 3D textiles product • That food ingredients can be fresh, pre-cooked and processed	
Activities	**Spring 1: Fantastic Food** These activities will be delivered as whole class inputs or as AD activities during CIL • Exploring media- collage techniques • Healthy eating focus- sorting foods • Stir fry tasting activity- linked to Chinese NY (RE) **Spring 2: Once upon a time** These activities will be delivered as whole class inputs or as AD activities during CIL • Combining media- Jack and Beanstalk (pencils, collage and paint) • Experiment with different ways of joining materials- glue, sellotape, hole punch and treasury tags and staples • 3D structures- junk modelling • 3D structure linked to bridges from Billy Goats Gruff • Evaluate yours and others work - talk about features of their own	• Generate ideas. Draw and label Tudor house. Think about suitable materials • Develop ideas/select suitable tools and materials. Link to characteristics of Tudor houses. Begin basic construction • Construction- Think about house levels, wall covering, windows, doors and tiles • Construction and finishing touches (wooden beams etc) • Evaluate finished model. What went well/Even better if cc: Visit from Fire Service to create the Great Fire of Eastbury Farm	• Intro the problem- types of houses. Label and sketch. Think about electricity in houses • Basic net- joining and assembly • Create a 3D house design- label with circuit • Construction- check orientation • Build final net and add circuits for electricity • Evaluate	• Intro to sandals • Draw and label a modern sandal- analysis of materials • Sketch/label Ancient Greek Sandals • Design sandal and create a flow chart of materials • Finish design and make pattern/template • Making/sewing/joining • Making/sewing/joining • Evaluate finished products and presentation to peers

	and others work, recognising the differences between them and the strengths of others cc: Visit from parent to talk about Chinese food at new year. Visit from Y5.6 to show children their bridge models			
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.	Direct link with History topic Great Fire of London. Use of skills taught in maths for practical activities – measuring and understanding of 3 dimensional shape.	Application of science skills surrounding electricity	Linked to History project on the Ancient Greeks
SUMMER TERM				
Unit Title/s	**Summer 1: Superheroes and Me** **Summer 2: All Creatures great and small**	**Summer:** **Global Food (China)**	**Summer:** **Magnetic Board Games**	**Summer:** **Bridges in Britain**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**EAD (DT)** understands that different media can be combined to create new effects. They transport and store equipment safely **Summer 2** **EAD (DT)** Show an interest in technological toys with knobs and pulleys. Show skill in making toys work by pressing parts	Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from (Vegetables), select ingredients according to their characteristics	Use research & develop design criteria to inform the design of innovative, functional & appealing products that are fit for purpose & aimed at particular individuals or groups	Apply understanding of how to strengthen, stiffen and reinforces more complex structures
Skills to be developed	**DESIGNING: Understanding contexts, users and purposes:** For instance: • Constructs with a purpose in mind, using a variety of resources • Develop their own ideas through selecting and using materials and work on processes that interest them **DESIGNING: Generating, developing, modelling and communicating**	**DESIGNING: Understanding contexts, users and purposes:** For instance: • Work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • State what products they are designing and making • Say whether their products are for themselves or other users • Describe what their products are	**DESIGNING: Understanding contexts, users and purposes:** For instance: Across KS2 pupils should: • Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • Describe the purpose of their products • Indicate the design features of their products that will appeal to intended users	**DESIGNING: Understanding contexts, users and purposes:** For instance: Across KS2 pupils should: • Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment • Describe the purpose of their products • Indicate the design features of their products that will appeal to intended users • Explain how particular parts of their

	ideas: For instance: • Talk about the ideas and processes which have lead them to make products **MAKING: Planning** For instance: • Talks about plans they have made to carry out activities and what they might change if there were to repeat **MAKING: Practical Skills & Techniques:** For instance: • Shows understanding of the need for safety when tackling new challenges and considers and manages some risk • Shows understanding of how to transport and store equipment safely • Practises some appropriate safety measure without direct supervision • Selects resources and adapts work where necessary **EVALUATING: Own products & Ideas:** For instance: • Through their explorations they find out and make decisions about how media and material can be combined and changed • They talk about features of their own and others work, recognising the differences between them and the strengths of others **EVALUATING: Existing Products:** For instance: • Find out and make decisions about how media and materials can be combined and changed	for • Say how their products will work • Say how they will make their products suitable for their intended users • Use simple design criteria to help develop their ideas **DESIGNING: Generating, developing,** **modelling and communicating ideas:** For instance: • Generate ideas by drawing on their own experiences • Use knowledge of existing products to help come up with ideas • Develop and communicate ideas by talking and drawing • Model ideas by exploring materials, components and construction kits and by • Making templates and mock-ups • Use information and communication technology, where appropriate, to develop and communicate their ideas **MAKING: :Planning** For instance: • Plan by suggesting what to do next • Select from a range of tools and equipment, explaining their choices • Select from a range of materials and components according to their characteristics **MAKING: Practical Skills & Techniques:** For instance: • Follow procedures for safety and hygiene • Use a range of materials and	• Explain how particular parts of their products work In early KS2 pupils should also: • Gather information about the needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas **DESIGNING: Generating, developing,** **modelling and communicating ideas:** For instance: Across KS2 pupils should: • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and • Communicate their ideas • Use computer-aided design to develop and communicate their ideas In early KS2 pupils should also: • Generate realistic ideas, focusing on the needs of the user • Make design decisions that take account of the availability of resources **MAKING: :Planning** For instance: Across KS2 pupils should: • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using	products work In late KS2 pupils should also: • Carry out research, using surveys, interviews, questionnaires and web-based resources • Identify the needs, wants, preferences and values of particular individuals and groups • Develop a simple design specification to guide their thinking **DESIGNING: Generating, developing, modelling and communicating ideas:** For instance: Across KS2 pupils should: • Share and clarify ideas through discussion • Model their ideas using prototypes and pattern pieces • Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and • Communicate their ideas • Use computer-aided design to develop and communicate their ideas In late KS2 pupils should also: • Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost **MAKING: :Planning** For instance: Across KS2 pupils should: • Select tools and equipment suitable for the task • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Select materials and components suitable for the task • Explain their choice of materials and components according to functional

	TECHNICAL KNOWLEDGE: Making Products Work: For instance: • They know the properties of some materials and can suggest some of the purposes they are used for • Shows an interest in technological toys with knobs or pulleys • Shows skill in making toys work by pressing parts or lifting flaps **COOKING & NUTRITION: Where Food Comes From:** For instance: • Children know the importance of a god healthy diet • Children know about and can make healthy choices in relation to healthy eating **COOKING & NUTRITION: Food Preparation, Cooking & Nutrition:** For instance: • Eats a healthy range of foodstuffs and understands need for variety in food • Can make healthy eating choices	components, including construction materials and kits, textiles, food ingredients and mechanical components • Measure, mark out, cut and shape materials and components • Assemble, join and combine materials and components • Use finishing techniques, including those from art and design **EVALUATING: Own products & Ideas:** For instance: • Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved **EVALUATING: Existing Products:** For instance: • What products are • Who products are for • What products are for • How products work • How products are used • Where products might be used • What materials products are made from • What they like and dislike about products **TECHNICAL KNOWLEDGE: Making Products Work:** For instance: • About the simple working characteristics of materials and components • About the movement of simple mechanisms such as levers, sliders, wheels and axles • How freestanding structures can	• Select materials and components suitable for the task • Explain their choice of materials and components according to functional properties and aesthetic qualities In early KS2 pupils should also: • Order the main stages of making **MAKING: Practical Skills & Techniques:** For instance: Across KS2 pupils should: • Follow procedures for safety and hygiene • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components In early KS2 pupils should also: • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy • Apply a range of finishing techniques, including those from art and design, with some • accuracy **EVALUATING: Own products & Ideas:** For instance: Across KS2 pupils should: • Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work In early KS2 pupils should also:	properties and aesthetic qualities In late KS2 pupils should also: • Produce appropriate lists of tools, equipment and materials that they need • Formulate step-by-step plans as a guide to making **MAKING: Practical Skills & Techniques:** For instance: Across KS2 pupils should: • Follow procedures for safety and hygiene • Use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components In late KS2 pupils should also: • Accurately measure, mark out, cut and shape materials and components • Accurately assemble, join and combine materials and components • Accurately apply a range of finishing techniques, including those from art and design • Use techniques that involve a number of steps • demonstrate resourcefulness when tackling practical problems **EVALUATING: Own products & Ideas:** For instance: Across KS2 pupils should: • Identify the strengths and areas for development in their ideas and products • Consider the views of others, including intended users, to improve their work In late KS2 pupils should also: • Critically evaluate the quality of the design, manufacture and fitness for

		be made stronger, stiffer and more stable • That a 3-D textiles product can be assembled from two identical fabric shapes • That food ingredients should be combined according to their sensory characteristics • The correct technical vocabulary for the projects they are undertaking **COOKING & NUTRITION: Where Food Comes From:** For instance: • That all food comes from plants or animals • That food has to be farmed, grown elsewhere (e.g. home) or caught **COOKING & NUTRITION: Food Preparation, Cooking & Nutrition:** For instance: • How to name and sort foods into the five groups in The Eatwell plate • That everyone should eat at least five portions of fruit and vegetables every day • How to prepare simple dishes safely and hygienically, without using a heat source • How to use techniques such as cutting, peeling and grating	• Refer to their design criteria as they design and make • Use their design criteria to evaluate their completed products **EVALUATING: Existing Products:** For instance: Across KS2 pupils should investigate and analyse: • How well products have been designed • How well products have been made • Why materials have been chosen • What methods of construction have been used • How well products work • How well products achieve their purposes • How well products meet user needs and wants In early KS2 pupils should also investigate and analyse: • Who designed and made the products • Where products were designed and made • When products were designed and made • Whether products can be recycled or reused **EVALUATING: Key Events & Individuals:** For instance: Across KS2 pupils should know: • About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products **TECHNICAL KNOWLEDGE: Making Products Work:**	purpose of their • Products as they design and make • Evaluate their ideas and products against their original design specification **EVALUATING: Existing Products:** For instance: Across KS2 pupils should investigate and analyse: • How well products have been designed • How well products have been made • Why materials have been chosen • What methods of construction have been used • How well products work • How well products achieve their purposes • How well products meet user needs and wants In late KS2 pupils should also investigate and analyse: • How much products cost to make • How innovative products are • How sustainable the materials in products are • What impact products have beyond their intended purpose **EVALUATING: Key Events & Individuals** For instance: Across KS2 pupils should know • About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products **TECHNICAL KNOWLEDGE: Making Products Work:** For instance: Across KS2 pupils should know: • How to use learning from science to help design and make products that

			For instance: Across KS2 pupils should know: • How to use learning from science to help design and make products that work • How to use learning from mathematics to help design and make products that work • That materials have both functional properties and aesthetic qualities • That materials can be combined and mixed to create more useful characteristics • That mechanical and electrical systems have an input, process and output • The correct technical vocabulary for the projects they are undertaking In early KS2 pupils should also know: • How mechanical systems such as levers and linkages or pneumatic systems create movement • How simple electrical circuits and components can be used to create functional products • How to program a computer to control their products • How to make strong, stiff shell structures • That a single fabric shape can be used to make a 3D textiles product	work • How to use learning from mathematics to help design and make products that work • That materials have both functional properties and aesthetic qualities • That materials can be combined and mixed to create more useful characteristics • that mechanical and electrical systems have an input, process and output • The correct technical vocabulary for the projects they are undertaking In late KS2 pupils should also know: • How mechanical systems such as cams or pulleys or gears create movement • How more complex electrical circuits and components can be used to create functional products • How to program a computer to monitor changes in the environment and control their products • How to reinforce and strengthen a 3D framework • That a 3D textiles product can be made from a combination of fabric shapes that a recipe can be adapted by adding or substituting one or more ingredients
Activities	**Summer 1: Superheroes and me** These activities will be delivered as whole class inputs or as AD activities during CIL • Printing with vegetables and	• Tasting Chinese food • Taste a variety of ingredients and select ingredients for a vegetable spring roll • Design spring rolls using brief • Follow instructions to make spring rolls (chopping, peeling	• Brief: Build a game suitable for space travel. Evaluate board games qualities/materials • Magnets- investigate magnets. Choose a game to make and begin planning • Write instructions about how to	• Research bridges and how they work • Develop skills needed to build a bridge • Design a bridge using joins • Build a bridge that is fit for purpose • Evaluate the bridge made

	paint. • 3D Collage to make super vegetable • Design their own superhero drawing with pencils or painting • Paper Mache and balloons to make 3D planets **Summer 2: All creatures great and small** These activities will be delivered as whole class inputs or as AD activities during CIL • Design your own animal shelter junk modelling • Junk model to make your own animal shelter • Cutting and sticking focus for collaborative under the sea scene • Writing instructions to make a sandwich • Evaluating sandwiches	and grating) • Write own instructions • Evaluate: smell, taste, feel, cooked vegetables differences	play the game • Create baseboard/ clay counters • Add magnets to counters and baseboard • Finalise design and trial game • Evaluate finished product and play games	
Context (why are we teaching this here & now)	Links in with Literacy and Art topics covered. Reception food tasting topics RE/ PHSE links.	Links in Geography topic (Summer 2 Cycle B – China) and healthy eating.	Practical application of the science of forces and materials – magnetism.	This unit links with History – Age of the Railways (local History). As the children need to have a precision in measuring, reviewing this maths topic will help reasoning. Science topics links with other structure based DT topics Building homes (Yr 1.2) Bread packaging and strong structures to protect sandwiches (Year 3.4).
Other opportunities for cultural capital	• CIL activities based around children's interests and include designing stations.	• Smoothie Workshop – children partake in the design of a fruit smoothie.	• Children make fruit smoothies. • Smoothie Workshop – children partake in the design of a fruit smoothie.	• Year 5s Merchant Taylor day trip – creating a wizard's hat using D&T skills and equipment. • K'NEX challenge • Baking afternoon where parents are invited in to taste cakes and experience a Victorian Afternoon Tea. • Smoothie Workshop – children partake in the design of a fruit smoothie.

GEOGRAPHY	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1:** **Look at me** **Using my senses** **I am growing** **My local area**	**Autumn 1&2:** **Out & About in Northwood (Northwood HQ & Local Memorials)**	**Autumn 1&2:** **Rainforests (Tropics)**	**Autumn 1&2:** **Mountains**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**UW 30-50** 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.	Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle	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
	Autumn 2: **Twinkly nights and Gloomy nights** **Gloomy Nights** **Nocturnal animals**			
	UW 30-50 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.			
Skills to be developed	**Understanding the World** • Know about the similarities and differences in relation to places, objects, materials and living things • Comments and questions about the world and place where they live. Shows care and concern for the environment • Talks about the things people do in the local environment to care for their environment	**Map skills: Using maps** • Use a simple picture map to move around the school • Use relative vocabulary such as bigger, smaller, like, dislike • Use directional language such as near and far, up and down, left and right, forwards and backwards • Use simple compass directions (North, South, East and West) **Map Skills: Making:**	**Map skills: Using Maps** • Locate places using a range of maps including OS & digital **Map skills: Knowledge** • Name and locate countries in Europe(including Russia) and their capitals cities **Fieldwork skills: Gathering** • Ask geographical questions • Use a simple database to present findings from fieldwork	**Map skills: Using maps** • Select a map for a specific purpose • Begin to use atlases to find out other information (e.g. temperature) • Find and recognise places on maps of different scales • Describe the features shown on an OS map • Use atlases to find out data about other places • Use lines of longitude and latitude on maps

	Map skills • understands prepositions such as under, on top and behind **Fieldwork skills** • talk about features of own environment and how they might vary	• Draw basic maps, including appropriate symbols and pictures to represent places or features. (e.g. add detail to a sketch map from aerial photograph) • Use photographs and maps to identify features • Use and construct basic symbols in a key **Map skills: Knowledge** • Use world maps to identify the UK in its position in the world **Fieldwork skills: Sketching** • Create plans and raw simple features in their familiar environment • Add labels onto a sketch map, map or photograph of features	• Record findings from fieldtrips • Use a database to present findings • Use appropriate terminology	**Map skills: Knowledge** • Locate the world's countries, focus on North & South America • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages **Map skills: Making** • Begin to use and recognise atlas symbols **Fieldwork skills: Gathering** • Evaluate the quality of evidence collected and suggest improvements **Fieldwork skills: Sketching** • Evaluate their sketch against set criteria and improve it • Use sketches as evidence in an investigation
Activities	**Autumn 1: Looking at me** • Where am I from?- Looking at the countries people in our class come from on a world map • Children sharing experience of other countries and any languages they know • Children to explore the classroom environment and talk about their favourite areas • Create a map of our classroom cc- Invite parent in to share knowledge of various home countries **Autumn 2: Twinkly Nights and Gloomy Nights** • Explore the whole school and talk about things that they see- Use Ipads to take photos of things around their school • Explore different types of houses and describe them (Mind map) • Draw things they see on the way to school	**Autumn 1&2: Out & About in Northwood (Northwood HQ & Local Memorials)** • Use map plan map of Northwood and photos of landmarks. Find landmark locations on map and add small pictures • Use plan views and satellite views of Northwood to identify human and physical features • Making a map –add names, shapes/buildings and symbols • Children are to talk about their homes. Use google earth (ICT) to zoom in and find house • Use labels to show human features (homes) • Identify human and physical features in their local environment.	**Autumn: Rainforests** • Locate climate zones on maps and make a key • Describe key areas of the rainforest including vegetation layers (physical features) • Interpreting data from bar and line graph on rainfall • Describe land settlements with focus on people • Research environmental issues (deforestation) • Use world maps to locate current rainforest	**Autumn: Mountains** • Locate key mountain ranges of the world using atlases • Locate key areas of higher ground in the UK- Contour lines • Describe the key features of a mountain- key words and diagrams • Explain how different types of mountains form- tectonic plates, lava, fault lines and magma • Compare and contrast mountainous climates-Alps and Andes • Describe how tourism affects mountain region- human and physical

	• Look at India- How is it different/Same as UK- Link to RE CC-Invite parent in to share knowledge of India			
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.	The children will be exploring the environment in which they live and go to school. This is a great introduction to Geography particularly to Year 1 who will be having formal Geography for the first time as it focuses on their real life experiences.	There is a strong cross-curricular link to the Science topic 'Animals Including Humans'. Much of the learning can be linked through cross-curricular activities. The Autumn English topic also linked with Rainforests.	The focus is on Mountains this is linked to the Literacy of non- chronological reports (Tongo Lizard)
SPRING TERM				
Unit Title/s	**Spring 1:** **Fantastic Food** **Food around the world** **Changes in state**	**Spring 1&2:** **Weather**	**Spring 1&2:** **Settlement in the UK**	**Spring 1&2:** **Volcanoes and Earthquakes**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**UW 40-60** 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	Weather Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles	Settlement in the UK (Cities) Types of settlement, land use and economic activity	Volcanoes & Earthquakes Describe and understand the key aspects of volcanoes and earthquakes
	Spring 2: Once upon a Time **Materials and structures** **UW 40-60** 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	**Understanding the World** • Know about the similarities and differences in relation to places, objects, materials and living things • Comments and questions about the world and place where they live. Shows care and concern	**Map skills: Knowledge** • Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles **Fieldwork skills: Gathering** • Use basic observational skills	**Map skills: Using maps** • Use 4 figure compasses, and letter/number co-ordinates to identify features on a map • Identify features on an aerial photograph, digital or computer map	**Map skills: Using maps** • Use atlases to find out data about other places • Begin to use atlases to find out other information (e.g. temperature) **Map skills: Knowledge** • Locate the world's countries, focus on

	for the environment • Talks about the things people do in the local environment to care for their environment **Fieldwork skills: Sketching** • writes things such as captions and labels • children create representations of events, people and objects	• Use a proforma to collect data e.g. tally survey **Human & Physical Geography** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Locational knowledge** • Name and locate the world's seven continents and five oceans	• Follow a route on a map with some accuracy **Map skills: Knowledge** • Locate the UK on a variety of different scale maps • Name & locate the counties and cities of the UK **Map skills: Making** • Use standard symbols, and understand the importance of a key • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Draw a sketch map from a high viewpoint **Fieldwork skills: Audio Visual** • Locate position of a photo on a map **Human and physical geography** • 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	North & South America • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages **Fieldwork skills: Gathering** • Select appropriate methods for data collection such as interviews **Fieldwork skills: Sketching** • Evaluate their sketch against set criteria and improve it • Use sketches as evidence in an investigation. • Annotate sketches to describe and explain geographical processes and patterns **Fieldwork skills: Audio visual** • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch **Locational knowledge** • 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
Activities	**Spring 1:Fantastic food** • Focus on Africa- exploring weather, language, population and culture • Create class poster on Africa • Looking at countries on a globe • Looking at the countries food comes from link Handas Surprise (Africa) • Use 'The Window' t o explore issues of deforestation **Spring 2: Once upon a time**	**Spring: Weather** • What is weather? (MET Visit) • Climate: Using atlases and globes to i dentify hot and cold countries • Weather symbols and tools for measuring weather • Record weather observations • Plan/ write and present own weather forecast with a partner • Describe patterns of weather • What is weather? (MET Visit)	**Spring: Settlements in the UK** • Explore what settlers would need- Human and physical • Ordinance survey map-locate villages and towns • Using keys and maps on ordinance survey maps • Using photographs and google maps to list land uses • Using grid references on an Ordinance Survey map grid	**Spring: Volcanoes and Earthquakes** • Describe what you find under the earth surface-Draw and label diagrams • Explain how volcanoes are formed-Research lesson • Explain how volcanoes are formed continued- create presentations • Create own volcanoes • Label parts of volcanoes and explain the features of a volcano

	• Focus on China- exploring weather, language, population and culture linked to-The runaway wok (China) • Compare China to UK- class discussion • Looking at flags from other countries • Writing postcards to China • Create own maps cc-Parent in to talk about Chinas fables – Zodiac story Writing postcards to china-HP link with Chinese school	• Climates: Using atlases and globes to icc-MET visit	lines and co-ordinates • Children to draw village/city maps	• Explain what causes earthquakes and how they are measured- Making posters
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 will be exploring weather this term and have a visitor from a MET office visit. They will explore different weather instruments including the weather station	The focus is on Settlements this has cross curricular links to Art- Lowry's city and Maths- co-ordinates and scales. The children will be developing their skills from KS1 with a greater focus on map skills and keys.	The focus is on Volcanoes this has cross curricular links with Art- model making skills to create 3d volcanoes and earthquake sites that they present information about. Science- Volcanoes. Links with mountains. Link with Ancient Greece and Greek volcanoes.
SUMMER TERM				
Unit Title/s	**Summer 1: Superheroes and Me Healthy Life Growth**	**Summer 1: China (Contrasting Location Outside Europe)**	**Summer 1: Land Use Comparison UK**	**Summer 1: Trade Links & Fair Trade**
NC Links ELGs (Early Years) Scheme Outcomes	**'Superworm' UW ELG** 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	Understand geographical similarities and differences through studying human and physical geography of Northwood and a small area in a contrasting non-European country	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some aspects have changed over time	Trade links and the distribution of natural resources including energy food, minerals and water
	Summer 2: All creatures great and small Farm Under the sea			

	Jungle and Rainforest Lifecycles **'The mixed up Chameleon'** **'Rumble in the Jungle'** **'Giraffes can't Dance'** **'Walking through the Jungle'** **'Old Macdonald'** **UW EXCEEDING 14** 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			
Skills to be developed	**Understanding of the world** They talk about how humans impact on the environment in both positive and negative ways. They describe how to care for their environment **Fieldwork skills: Gathering** Talk about features of own environment and how they might vary	**Map skills: Knowledge** • Locate and name on a world map and globe the seven continents and five oceans **Fieldwork skills: Gathering** • Use world maps to identify the UK in its position in the world • Ask and respond to basic geographical questions **Fieldwork skills: Audio Visual** • Recognise a photo or a video as a record of what has been seen or heard **Place knowledge** • 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 **Geographical skills and fieldwork** • Use world maps, atlases and	**Map skills: Knowledge** • Locate Europe on a large scale map or globe • Name and locate countries in Europe(including Russia) and their capitals cities **Map skills: Using maps** • Begin to match boundaries (e.g. find same boundary of a country on different scale maps) **Map skills: Making** • Create a simple scale drawing **Fieldwork skills: Audio Visual** • Consider how photos provide useful evidence **Fieldwork skills: Sketching** • Draw an annotated sketch from observation including descriptive/ explanatory labels and indicating direction	**Map skills: Making maps** • Select a map for a specific purpose • Begin to use atlases to find out other information (e.g. temperature) • Find and recognise places on maps of different scales **Map skills: Knowledge** • Locate the world's countries, focus on North & South America • Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages **Fieldwork skills: Audio Visual** • Use photographic evidence in their investigations • Evaluate the usefulness of the images **Locational knowledge** • 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 **Place knowledge** • 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

		globes		region within North or South America
Activities	**Summer 1: Superheroes and me** These activities will be delivered as whole class inputs or as AD activities during CIL • Michael Recycle story- group rubbish into different categories • Michael Recycle story- create a poster about recycling • Looking at the weather in the UK- focus on seasons • Map skills with Beebots **Summer 2: All creatures great and small** These activities will be delivered as whole class inputs or as AD activities during CIL • Sorting animals by habitats • Oceans with a focus on pollution- create a poster • Jungles- What are they like? • Comparing and contrasting jungles to where we live- class discussion	**Summer: China (Contrasting Location Outside Europe)** • Using atlases to locate China • Discussion- What is life like in China (Research • Record facts to show understanding of what life is like for people in China in table • Comparing life in UK to china with focus on school • Discussion on farming in China- explore products from China • To understand some similarities and differences between Chinese culture and my culture in the UK	**Summer: Land Use comparison UK** • Label the countries of the UK and their capital cities and Islands • Label the counties of England on a map. Explore what a country and county is • Identify the geographical regions of the UK and their physical and human features using photos and atlases • Land use in the UK-Bar graphs • Draw a map of farming in the UK with a key today and in the 1950s • Explore environmental issues	**Summer: Trade links & Fair trade** • Sort goods and services by whether they are imported /exported by U.K. • Use maps to show U.K's import/export links with other countries • From biographies, explain difficulties families in El Salvador face. • Explain process of trading fair trade products • Sort cards on the global supply chain into positive/negative • Identify UK's trade partners during different historical periods.
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.	The children will be focusing on China. This builds on their wider world knowledge.	The children will be focusing on Settlements in the UK. This is a progress from in KS1 where the children learn about the local area.	The children will be focusing on the wider world and fair trade. This links in well with PSHE and prepares them for the wider world and developing global citizens.
Other opportunities for Cultural Capital	Farm visit Cassiobury park visit- local environment **Potential ideas:** Recycling centre Reptile visit- Leo family	**Potential ideas:** Visitor from a Chinese family Pen pal/ Skype with a school in China- HP to speak to friend who teaches in China Food tasting Chinese new year	Trip to London Zoo to look at their rainforest exhibit. **Potential ideas:** Speaker in to discuss map skills and reading maps. (Orienteering) Postcards with schools in different counties Recycling – reduce, recycle and reuse (How can we explore environment in school) Litter picking activity Could use the story The window- To look at deforestation	**Potential ideas:** Testing fair trade foods Creating trade links within the school (What can year groups help with)

HISTORY	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1: Look at Me**	**Autumn: War & Remembrance (Florence Nightingale & Mary Seacole)**	**Autumn: Invasion & Settlement – Anglo-Saxons**	**Autumn: Victorians**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**UW ELG (Hist)** Remembers and talks about significant experiences in their own experience	Events commemorated through festivals and anniversaries	Anglo-Saxon invasions, settlements and kingdoms, place names and village life, Anglo-Saxon art and culture, Christian conversion, Canterbury, Iona, Lindisfarne Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066	The Changing power of Monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history such as crime and punishment, leisure and entertainment
Unit Title/s	**Autumn 2: Twinkly Lights and Gloomy Nights**			
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**UW ELG (Hist)** Recognises and describes special times or events for family **CL (Hist)** Use a range of vocabulary to add information, express ideas or justify action and events **CL (Hist)** Re-tell a simple past event in correct order			
Skills to be developed	**Chronological Knowledge & Understanding:** • Children talk about past and present events in their own lives and in the lives of family members • 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 **Historical Enquiry:** • Answer how and why questions about their experiences **Significance of Events and People:** • Describe some actions which people in their own community do	**Chronological Knowledge & Understanding** • Understand and use the words past and present • Use common words and phrases relating to the passing of time **Historical Enquiry** • Ask and answer questions • Explore events and look at pictures and objects from the past **Significance of Events & People** • Recall facts about significant people or events before living memory • Recount the main events from a significant event in history	**Chronological Knowledge & Understanding** • Order and describe dates of significant events from the period studied • Use terms related to the period **Historical Enquiry** • Understand how knowledge of the past is constructed from a range of sources • Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past **Significance of Events & People** • Find out about everyday lives of people in time studied and compare with our life today	**Chronological Knowledge & Understanding** • Know and sequence key events of time studied • Use relevant dates and terms when discussing periods of time • Make comparisons and connections between times in history **Historical Enquiry** • Investigate own lines of enquiry by posing questions to answer • Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past **Significance of Events & People**

	Historical Terms: • Use past, present and future forms when talking about events that have happened or are to happen in the future	• Talk about who was important e.g. in a simple historical account **Interpretations of History** • Look at books, videos, photographs, pictures and artefacts to find out about the past **Historical Terms** • Use a wide vocabulary of everyday historical terms **Cause & Consequence** • Recognise why people did things, why events happened and what happened as a result **Organisation & Communication** • Sort events or objects into groups (e.g. then and now) • Communicate ideas through speaking, drama, drawing and writing (e.g. reports, labelling, simple recount)	**Interpretations of History** • Look at different versions of the same event in history and identify differences • Know that people in the past represent events or ideas in a way that persuades others **Historical Terms** • Develop the appropriate use of historical terms when learning about periods of time **Cause & Consequence** • Identify and give reasons for, results of, historical events, situations and changes **Organisation & Communication** • Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT	• Identify historically significant people and events in periods studied • Find out about and describe everyday lives of people in time studied and compare with our life today • Describe how historical events and significant people affect or influence life today **Interpretations of History** • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history **Historical Terms** • Independently use appropriate historical terms related to the periods studied in a range of genres **Cause & Consequence** • Identify and give reasons for, results of, historical events, situations and changes • Examine causes and results of great events and the impact on people **Organisation & Communication** • Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT • Plan and present research about a studied period
Activities	• Read "Once There Were Giants" by Martin Waddell. Use the language associated with time: then, before, now, next, soon • Sequence the story and talk about the changes that take place over time - the baby turning into the giant (adult) • Role play the story using props	• Introduction to topic - Look at photographs of soldiers in WW1 and write what they have learned and what the soldiers might be thinking • Create an informative poster for Remembrance Day • Look at photographs of women's jobs in WW1 and discuss which jobs they would	• Introduce lives of Anglo-Saxons and compare similarities between their lives and children today • Use evidence to discuss who might have been buried at Sutton Hoo • Write a message using Saxon Runes • Use a range of sources to find	• Plot important dates for Victorian children on a timeline and compare their lives with children today • Research the Industrial Revolution and explain its impact on people's lives • Use sources of information to create a poster, advertising a toy for either a rich or poor Victorian child

	to show changes over time • Read "A Chair for Baby Bear" by Kaye Umansky & Chris Fisher • Talk about the baby chair. Use this as a starting point to explore other ways the children have changed since they were babies • Ask the children to order pictures from a baby to an elderly person CC: Family visit from parents/grandparents to discuss their jobs CC: Ongoing home corner and baby clinic role play areas in the classroom linked to topics	like/not like to do. Hot seat activity to imagine they are a woman in the war • In groups, research and record what they have learned about Florence Nightingale • Hot seat activity to act in role as Florence Nightingale • Write a diary entry as Florence Nightingale - English link • Learn about Mary Seacole and in pairs play a board game to recall learning CC: Trip to Northwood HQ CC: Remembrance Day whole school assembly – visitor from Northwood HQ	out information about Anglo-Saxon life • Present historical findings about Anglo-Saxons - link to Computing CC: Trip to Gordon Brown Outdoor Activity Centre (Anglo-Saxon day)	• Create a fact file about Queen Victoria, explaining why she was an important monarch • Compare a Victorian Christmas Day with a modern Christmas Day CC: Victorian Afternoon Tea day CC: Trip to The Royal Gunpowder Mills (dress up as Victorians/life as a Victorian child workshops)
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.	History is taught in the second half term in Autumn as the topic on war is closely linked to their understanding of Remembrance Day in November. The topic is also linked and enhanced through DT (War vehicles). In this term, the children begin to learn about significant people and events in history.	The History topic is taught in Autumn term as it is an introduction into invasion and settlement. Children are to begin using a range of sources to find out historical information and use this to present their findings. The topic is also enhanced through their Computing skills as a way of presenting their research.	The History topic is taught in the second half term in Autumn as the topic is linked to Christmas traditions from the Victorians. The topic is also enhanced through DT (Victorian Afternoon Tea). Children build upon their historical skills so far to make connections and comparisons and evaluate the impact on society today.
SPRING TERM				
Unit Title/s	**Spring 1: Fantastic Food**	**Spring: London's Burning (The Great Fire of London)**	**Spring: The Tudors - How did England change under the Tudors?**	**Spring: Ancient Greeks**
NC Links ELGs (Early Years) Scheme Outcomes	**UW ELG (Hist)** Children talk about past and present events in their own lives and of family **CL (Hist)** They use past and future forms when talking about events that have happened or are to happen **CL (Hist)** Develop own narratives and explanations connecting ideas	Significant historical places in the locality	A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066	A study of Greek life and achievements and their influence on the western worlds

Unit Title/s	**Spring 2:** **Once upon a Time**			
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**UW ELG (Hist)** Shows interest in the lives of people who are familiar to them **CL (Hist)** Recount experiences and imagine possibilities often connecting ideas They develop their own narratives and explanations by connecting ideas or events			
Skills to be developed	**Chronological Knowledge & Understanding:** • Children talk about past and present events in their own lives and in the lives of family members • 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 **Historical Enquiry:** • Answer how and why questions about their experiences **Significance of Events and People:** • Describe some actions which people in their own community do **Interpretations of History:** • Recount experiences and imagine possibilities, often connecting ideas **Historical Terms:** • Use past, present and future forms when talking about events that have happened or are to happen in the future **Organisation & Communication:** • Develop own narratives and explanations by connecting ideas or events	**Chronological Knowledge & Understanding** • Understand and use the words past and present • Use common words and phrases relating to the passing of time • Sequence events or objects in chronological order **Historical Enquiry** • Ask and answer questions • Understand some ways we find out about the past • Explore events and look at pictures and objects from the past **Significance of Events & People** • Recall facts about significant people or events before living memory • Recount the main events from a significant event in history • Talk about who was important e.g. in a simple historical account • Say why people may have acted the way they did **Interpretations of History** • Identify different ways in which the past is represented • Look at books, videos, photographs, pictures and artefacts to find out about the	**Chronological Knowledge & Understanding** • Order and describe dates of significant events from the period studied • Use terms related to the period • Describe the main changes in a period in history **Historical Enquiry** • Ask questions and find answers about the past • Understand how knowledge of the past is constructed from a range of sources • Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past • Select and organise relevant historical information **Significance of Events & People** • Find out about everyday lives of people in time studied and compare with our life today **Interpretations of History** • Look at different versions of the same event in history and identify differences • Look and discuss the available evidence **Historical Terms** • Develop the appropriate use of historical terms when learning	**Chronological Knowledge & Understanding** • Know and sequence key events of time studied • Use relevant dates and terms when discussing periods of time • Make comparisons and connections between times in history **Historical Enquiry** • Investigate own lines of enquiry by posing questions to answer • Choose reliable sources of evidence to answer questions • Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past **Significance of Events & People** • Find out about and describe everyday lives of people in time studied and compare with our life today • Describe how historical events and significant people affect or influence life today **Interpretations of History** • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history **Historical Terms**

		past **Historical Terms** • Use a wide vocabulary of everyday historical terms **Cause & Consequence** • Recognise why people did things, why events happened and what happened as a result **Organisation & Communication** • Communicate ideas through speaking, drama, drawing and writing (e.g. reports, labelling, simple recount)	about periods of time **Cause & Consequence** • Identify and give reasons for, results of, historical events, situations and changes **Organisation & Communication** • Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT	• Independently use appropriate historical terms related to the periods studied in a range of genres **Cause & Consequence** • Identify and give reasons for, results of, historical events, situations and changes • Examine causes and results of great events and the impact on people **Organisation & Communication** • Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT • Plan and present research about a studied period
Activities	• Sort clothes into group according to seasons • Name the seasons and identify a key characteristic associated with each season • Talk about why we need to wear different clothes at different times of the day/year • Daily routine flashcards - focusing on sequencing and time • "What's the time Mr Wolf?" - Using language of time CC: CIL area in classroom to explore language of time with clocks and sequencing cards	• Learn about Tudor houses • Label features of a Tudor house and compare rich and poor houses • Learn about the Great Fire of London • Hot seating – act in role as people who lived through the Great Fire of London • Write a newspaper report to retell the story of the Great Fire of London - English link CC: Trip to Gunnersbury Park Museum (Florence Nightingale/Great Fire of London workshops) CC: Firefighter visit to recreate Great Fire of Eastbury Farm after DT project to make Tudor houses	• Draw, research and annotate a Tudor artefact • Freeze frame in groups to create a comic strip of 'The Battle of Bosworth' • Use sources of evidence to annotate different pictures with information about Henry VIII • Hot seat Henry, Catherine, Anne and Woolsey • Design an advert for a wife of a king during the Tudor period • Research, describe and compare the food of poor and rich Tudor people	• Describe and compare Greek clothing with the modern day • Use sources of information and evidence to research Greek warfare and Alexander the Great • Discuss the influence of Greek myths on our literature today – linked to English learning of 'Pandora's box' • Research the origins of the Olympics and compare with our modern day • Compare the Greek Gods to humans • Write and present a comparison of Ancient Greeks to modern day civilisation CC: Ancient Greek workshop
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	The topic is linked to Art and their DT project (Making a Tudor house) which is more accessible for children in the Spring Term. The children are able to build upon their learning in this term to fully understand the	The History 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	The History topic is linked to their book studied in English (Percy Jackson) as this higher-level text is more suited to Spring Term. The children also write their own 'Greek myth' after learning Pandora's box in English. The topic is

	and apply the language of time learned so far.	impact of the event and what changed as a result.	opinions on significant people and events in the past.	also linked to The London Marathon in April and is further enhanced through DT (Ancient Greek footwear) and Art (Greek pots).
SUMMER TERM				
Unit Title/s	**Summer 1: Superheroes and Me**	**Summer: Explorers (Christopher Columbus & Neil Armstrong)**	**Summer: Ancient Egypt**	**Summer: Local History – Cassiobury Park**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**UW ELG (Hist)** Children know the difference between past and present events and some reasons why people's lives where different in the past	The lives of significant individuals in the past who have contributed to national and international achievements	Achievements of the earliest civilizations	A study of an aspect of history from a period dating beyond 1066 that is significant in the locality
Unit Title/s	**Summer 2: All creatures great and small**			
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**UW ELG (Hist)** Answer how and why questions about their experiences			
Skills to be developed	**Chronological Knowledge and Understanding:** • Children talk about past and present events in their own lives and in the lives of family members • 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 **Historical Enquiry:** • Answer how and why questions about their experiences **Significance of Events and People:** • Describe some actions which people in their own community do **Interpretations of History:** • Recount experiences and imagine possibilities, often connecting ideas **Historical Terms:** • Use past, present and future forms when talking about events	**Chronological Knowledge & Understanding** • Understand and use the words past and present • Use common words and phrases relating to the passing of time • Sequence events or objects in chronological order • Use a timeline to place important events **Historical Enquiry** • Ask and answer questions • Understand some ways we find out about the past • Explore events and look at pictures and objects from the past • Use a wide range of information to answer questions **Significance of Events & People** • Recall facts about significant people or events before living memory • Recount the main events from a	**Chronological Knowledge & Understanding** • Use a timeline to place historical events in chronological order • Order and describe dates of significant events from the period studied • Use terms related to the period • Describe the main changes in a period in history **Historical Enquiry** • Ask questions and find answers about the past • Understand how knowledge of the past is constructed from a range of sources • Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past • Select and organise relevant historical information **Significance of Events & People**	**Chronological Knowledge & Understanding** • Know and sequence key events of time studied • Relate current studies to previous studies • Use relevant dates and terms when discussing periods of time • Make comparisons and connections between times in history **Historical Enquiry** • Investigate own lines of enquiry by posing questions to answer • Choose reliable sources of evidence to answer questions • Use documents, printed sources, the Internet, pictures, photographs, music, artefacts, visits to museums or galleries to collect evidence about the past **Significance of Events & People** • Identify historically significant

	that have happened or are to happen in the future **Cause & Consequence:** • Use a range of vocabulary to add information, express ideas or to explain or justify actions or events **Organisation & Communication:** • Develop own narratives and explanations by connecting ideas or events	significant event in history • Talk about who was important e.g. in a simple historical account • Say why people may have acted the way they did **Interpretations of History** • Identify different ways in which the past is represented • Look at books, videos, photographs, pictures and artefacts to find out about the past • Compare pictures or photographs of people or events in the past **Historical Terms** • Use a wide vocabulary of everyday historical terms **Cause & Consequence** • Recognise why people did things, why events happened and what happened as a result **Organisation & Communication** • Sort events or objects into groups (e.g. then and now) • Use timelines to order events or place significant people • Communicate ideas through speaking, drama, drawing and writing (e.g. reports, labelling, simple recount)	• Identify historically significant people and events • Find out about everyday lives of people in time studied and compare with our life today • Identify reasons for and results of people's actions • Study change through the lives of significant individuals **Interpretations of History** • Look at different versions of the same event in history and identify differences • Know that people in the past represent events or ideas in a way that persuades others • Look and discuss the available evidence **Historical Terms** • Develop the appropriate use of historical terms when learning about periods of time **Cause & Consequence** • Identify and give reasons for, results of, historical events, situations and changes **Organisation & Communication** • Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT	people and events in periods studied • Find out about and describe everyday lives of people in time studied and compare with our life today • Describe how historical events and significant people affect or influence life today **Interpretations of History** • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history • Give reasons why there may be different accounts of history, linking this to factual understanding of the past • Evaluate evidence to choose the most reliable forms **Historical Terms** • Independently use appropriate historical terms related to the periods studied in a range of genres **Cause & Consequence** • Identify and give reasons for, results of, historical events, situations and changes • Examine causes and results of great events and the impact on people **Organisation & Communication** • Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama and ICT • Plan and present research about a studied period
Activities	• Talk about celebrations and events they celebrate and create a timeline • Identify artefacts (objects)	• Introduction to explorers – going on an exhibition around the school • Learn about Christopher	• Create mind maps to show what they know and what they would like to find out about Ancient Egypt	• Create a timeline for the events in Cassiobury Park • Research a significant person connected to Cassiobury Park and

	associated with the events that they enjoy celebrating • Share the festivals/celebrations that the children enjoy at home – some of which will not form part of the setting's calendar • Explore artefacts associated with different celebrations • Sort images/artefacts associated with different festivals • 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 • Birthdays CC: CIL area in classroom to explore a range of artefacts from the past linked to RE festivals	Columbus • Write a 'message in a bottle' as Christopher Columbus • Learn about Neil Armstrong • Create a fact file about Neil Armstrong • Compare explorers Christopher Columbus & Neil Armstrong	• Use the internet to write a sentence in hieroglyphics about Ancient Egypt • Create a mind map and write about the importance of the Nile • Write about the discovery of the Tutankhamen's tomb • Create a story board on the process of mummification • Explain the importance of the Egyptian Gods	their impact on society • Present research by creating a fact file on their significant person • Use sources (paintings/blurbs) to compare Cassiobury Park from a time in history to present day • Complete a Heritage Trail through Cassiobury Park • Use knowledge to create an informative leaflet about Cassiobury Park, comparing its history to today CC: Trip to complete a Heritage Trail through Cassiobury Park
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 build upon their historical skills they have learned to be able to compare different significant people and their impact. They are also more able to use research collected as a class to present findings (e.g. in a fact file), ready for lower KS2.	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. They also begin to look and discuss the reliability of evidence, ready for upper KS2.	The topic is taught in Summer term as it allows the children to visit Cassiobury Park in better conditions. The children are now more able to plan and investigate their own lines of enquiry and present their findings. The children 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	• Historical assemblies about historic times or important people through history. • Stories read to children about important people in history.	• Historical assemblies about historic times or important people through history. • Stories read to children about important people in history.	• Historical assemblies about historic times or important people through history. • During Guided Reading or English sessions, important historical figures studied and used as the topic e.g Boudicca.	• Historical assemblies about historic times or important people through history. • Holocaust visitor to talk about Germany pre 1939 in a child appropriate maner. • During Guided Reading or English sessions, important historical figures studied and used as the topic e.g Colin Kaepernick, Mary Seacole. .

MUSIC	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1:** **ME!**	**Autumn 1:** **Hands, Feet, Heart - pitch**	**Autumn 1:** **Mamma Mia – dynamics and tempo**	**Autumn 1:** **Happy – tempo and dynamics**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**ELGs:** • EAD-Exploring using media and materials 30-50 months • EAD- Being imaginative 30-50 months	**N/C Links:** • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high-quality live and recorded music **Scheme Outcomes:** Children will be engaged with the scheme Charanga and will have experimented with the pitch of their voice and of instruments.	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory **Scheme Outcomes:** Children have developed their knowledge and understanding of tempo and dynamics, specially focusing on pop music by ABBA. Children will compose along with ABBA's music focusing on tempo/dynamics.	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **Scheme Outcomes:** Children have developed their knowledge and understanding of tempo and dynamics, specially focusing on uplifting pop music by a range of artists. Children will compose their own pieces in the style of uplifting pop.
Unit Title/s	**Autumn 2:** **My Stories**	**Autumn 2:** **Ho Ho Ho - dynamics**	**Autumn 2:** **Glockenspiel Stage 2-timbre and notation**	**Autumn 2:** **Jazz 2 – tempo and dynamics**

NC Links **ELGs (Early Years)** **Scheme Outcomes**	**ELGs:** • EAD- Exploring using media and materials (40-60 months) • EAD- Being imaginative (40-60 months)	**NC Links:** • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Experiment with, create, select and combine sounds using the interrelated dimensions of music Scheme Outcomes: children will understand the dynamics of a Christmas song and apply this to their Christmas Performance.	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Use and understand staff and other musical notations Scheme Outcomes: Children will become more confident playing instruments using notations and will compose using notes E, D and C.	**NC Links:** • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music 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.
Skills to be developed	**Autumn 1:** • Enjoy joining in with dancing and ring games. • Sing a few familiar songs. • Begins to move rhythmically • Imitates movement in response to music. • Tap out simple repeated rhythms • Explore and learn how sounds can be changed • Developing preferences for forms of expression. • Uses movements to express feelings. • Creates movement in response to music. • Sing to themselves and make up simple songs • Make up rhythms Imitate and create movement in response to music.	**Autumn 1:** • Sing a melody accurately at their own pitch • Follow pitch movements with their hands and use high low and middle voices • Play instruments in different ways • Perform and be part of an audience • Follow instructions that combine the musical element • Accompany a chant song by clapping the rhythm	**Autumn 1:** • Begin to sing with control of pitch • Create sequences of movements in response to sounds • Recognise rhythmic patterns • Identify ways of sounds are used to accompany a song • Select appropriate instruments • Perform in different ways and in different situations	**Autumn 1:** • Sing expressively with awareness and control at the expressive elements i.e. timbre, tempo and dynamics • Identify phrases that could be used as an introduction, interlude and ending • Improvise rhythm patterns • Comment on how sounds are used to create different moods • Play accompaniments with control and accuracy • Create descriptive music in pairs or small groups • Present performances effectively

	• Develop a repertoire of actions by putting a sequence of movements together. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.			
	Autumn 2: • Begin to build a repertoire of songs and dances • Explore the different sounds of instruments • Children sing songs, make music and dance, and experiment with ways of changing them • Children sing songs, make music and dance, and experiment with ways of changing them • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes	**Autumn 2:** • Identify how different sounds can give a message • Play untuned instruments with control • Identify how different sounds can give a message • Play and sing a phrase from dot notation • Recognise the need for performance and audiences • Perform together and follow instructions that combine the musical element • Identify the pulse and join in getting faster and slower together	**Autumn 2:** • Perform a repeated pattern to use a steady pulse • Explore and perform different types of accompaniment • Create textures by combining sounds in different ways • Make their own symbols for notation	**Autumn 2:** • Listen to longer pieces of music and identify features • Subdivide the pulse while keeping to a steady beat • Analyse how sounds are used to create different moods • Identify melodic phrases and play them by ear • Show an awareness of audiences, venue and occasion
Activities	**Autumn 1:** Children will learn the words and actions to: • Pat-a-cake • 1,2,3,4,5, Once I caught a fish alive • This old man • Five little ducks • Name song • Things for fingers	**Autumn 1:** • Identify how different sounds can give a message • Play untuned instruments with control • Identify how different sounds can give a message • Play and sing a phrase from dot notation • Recognise the need for performance and audiences • Perform together and follow instructions that combine the musical element • Identify the pulse and join in getting faster and slower together	**Autumn 1:** Children listen and appraise a range of songs from ABBA's archive. Children learn song lyrics, melodies, and experiment with tempo and dynamics when improvising and composing along with ABBA songs.	**Autumn 1:** Children listen and appraise a range of uplifting pop songs. Children learn song lyrics, melodies, and experiment with tempo/dynamics when improvising, and composing music in the style of Happy by Pharrell Williams.
	Autumn 2:	**Autumn 2:**	**Autumn 2:**	**Autumn 2:**

	Children will learn to sing and perform: • I'm a little Teapot • The Grand Old Duke of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song	Children listen and appraise a range of Christmas songs. Children learn song lyrics and melodies and experiment with dynamics in the voice and with instruments.	Children will learn basic notes on the glockenspiel while maintaining a pulse. They will then compose melodies to accompany a song, focusing on notation and timbre using notes E, D and C. They will show timbre by using a variety of tuned and untuned instruments in their compositions.	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)	**Autumn 1:** 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.	**Autumn 1:** The song Hands, Feet, Heart is used with a focus on pitch as each word is sung at a different pitch. There is a female voice and a male voice to show the contrast. This is an engaging song with simple lyrics to learn as a first song of the year. This is also an easy introduction to experimenting with either recorders or glockenspiels. Pitch is taught first as it accessible to all and is a foundation musical element. The skills taught in this unit can be applied to the Harvest Festival at the end of Autumn 1.	**Autumn 1:** ABBA's music is well known and easily recognised and therefore is perfect to study in Autumn Term to introduce children to the KS2 NC. The lyrics are easy to remember and the music can be played along to easily. Tempo and dynamics are clearly displayed across different ABBA songs and can be discussed easily. Children will feel more confident composing along to music they are familiar with – their starting point should be clearer. This unit precedes Livin' on a Prayer in Year 5.6. The skills taught in this unit can be applied to the Harvest Festival at the end of Autumn 1.	**Autumn 1:** Uplifting Pop music is well known and easily recognised and therefore is perfect to study in Autumn Term to introduce children to composing their own pieces. The lyrics are easy to remember and the music can be played along to easily. Tempo and dynamics are clearly displayed across different pop songs and can be discussed easily. Children will feel more confident composing their own pieces– their starting point should be clearer. The skills taught in this unit can be applied to the Harvest Festival at the end of Autumn 1.
	Autumn 2: Now children are more confident from Autumn 1, they will begin to perform the nursery rhymes learnt in this unit. This is important as EYFS have their Christmas Performance during this unit.	**Autumn 2:** Ho Ho Ho is taught in Autumn 2 as it is the build up to Christmas. They can apply their knowledge of dynamics to the Christmas Play Performance.	**Autumn 2:** 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. The skills taught in this unit can be applied to the Key Stage Two Christmas Carol Concert.	**Autumn 2:** 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 dyamics is crucial as children have a based knowledge on these from the previous unit- Happy. The skills taught in this unit can be applied to the Key Stage Two Christmas Carol Concert.
SPRING TERM				

Unit Title/s	Spring 1: Everyone	Spring 1: I Wanna Play in a Band - tempo	Spring 1: Stop!- texture and structure	Spring 1: New Year Carol – structure and timbre
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**ELGs:** • EAD- Exploring using media and materials (40-60 months) • EAD- Being imaginative (40-60 months)	**NC Links:** • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music **Scheme Outcomes:** Children will understand the musical element of tempo and will be more familiar with the rock genre of music. Children will begin to improvise along to a rock song.	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory **Scheme Outcomes:** Children will study the texture and structure of a rap song and compare rap music to other music genres they have studied. In this unit, the composition they are focusing on is lyrics instead of melodies.	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **Scheme Outcomes:** Children are familiar with gospel music with a focus on structure and timbre. Children will be able to sing along and begin improvising with their voices.
Unit Title/s	**Spring 2: Our World**	**Spring 2: Zootime – timbre**	**Spring 2: Lean on Me – pulse and rhythm**	**Spring 2: You've Got a Friend – texture and notation**
	ELGs: • Exploring and using media and materials (ELG) • Being imaginative (ELG)	**NC Links:** • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music **Scheme Outcomes:**	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great

		Children will understand the musical element of timbre and will be more familiar with the reggae genre of music. Children will begin to compose along to a reggae song.	the history of music **Scheme Outcomes:** Children will understand the musical elements of pulse and rhythm and will be more familiar with the gospel/soul genre of music. Children will begin to improvise along to a well-known song.	composers and musicians • Develop an understanding of the history of music **Scheme Outcomes:** Children will become familiar with a period of musical history and learn about an iconic singer and songwriter. In addition to this, children will understand notation and texture related to well-known pop-songs.
Skills to be developed	**Spring 1:** • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. • Children sing songs, make music and dance, and experiment with ways of changing them. • Children sing songs, make music and dance, and experiment with ways of changing them	**Spring 1:** • Responds physically when performing music • Identify and name classroom instruments • Change sounds to reflect different stimuli • Create long and short sounds using classroom instruments • Accompanying a chant or song by clapping the pulse	**Spring 1:** • Sing with awareness of pulse and rhythm • Understand how mouth shapes can affect voice sounds • Demonstrate the ability to recognise the use of structure and expressive elements through dance • Identify and recall rhythmic and melodic patterns • Explore the way that performers are a musical resource	**Spring 1:** • Sing songs with increasing control of breathing, posture and sound projection • Begin to have an awareness of improvisation with the voice • Listen to longer pieces of music and identify features • Perform with an awareness of different parts
	Spring 2: • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories • Children sing songs, make music and dance, and experiment with ways of changing them	**Spring 2:** • Sing with a sense of awareness of pulse and control of rhythm • Create and choose sounds in response to a given stimulus • Create and choose sounds in response to a given stimulus • Change sounds to reflect different stimuli	**Spring 2:** • Select instruments to describe visual images • Create an accompaniment to a known song • Make their own symbols for notation as part of a class score	**Spring 2:** • Sing a round two parts and identify the melodic phrases and how they fit together • Internalise short melodies and play these on pitched percussion (by ear) • Perform an independent part keeping to a steady beat • Select different melodic patterns • Identify different starting points for composing music • Perform using a notation as a support • Show an awareness of audiences, venue and occasion
Activities	**Spring 1:** Children learn to sing and perform	**Spring 1:** Children listen and appraise a range	**Spring 1:** Children listen and appraise a range	**Spring 1:** Children listen and appraise a range of

	(while experimenting with instruments): • Wind the Bobbin Up • Rock-a-bye Baby • Five little Monkeys jumping on the bed • Twinkle Twinkle • If you're happy and you know it • Head, shoulders, knees and toes.	of rock songs. Children learn song lyrics and melodies and experiment with tempo in the voice and with instruments. Children should use drums as well as glockenspiels so they are using tuned and untuned instruments.	of rap songs with a focus on structure and texture and compare to other genres of music they have studied. In groups, children will write their own rap lyrics in the style of the song Stop! And perform this at the end of the unit, connecting with dance moves.	hymns and gospel songs. Chidlren will also develop their singing skills with a focus on structure and timbre
	Spring 2: Children learn and perform (while experimenting with instruments): • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row your boat • The wheels on the bus • The Hokey Cokey	**Spring 2:** Children listen and appraise a range of reggae songs. Children learn song lyrics and melodies and experiment with timbre in the voice and with instruments. Children will begin to compose music.	**Spring 2:** Children listen and appraise a range of gospel/soul songs. Children learn song lyrics and melodies and experiment with pulse and rhythm in the voice and with instruments. Children should use untuned instruments as well as glockenspiels so they are using tuned and untuned instruments. Children will improvise with a range of instruments.	**Spring 2:** Children listen and appraise a range of Carole King pop songs. Children learn song lyrics, melodies, and experiment with structure and notation when improvising, and composing music in the style of Carole King.
Context (why are we teaching this here & now)	**Spring 1:** 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.	**Spring 1:** As children have now experimented with instruments, they will now have the opportunity to move onto improvising using either a glockenspiel or a recorder. This unit precedes Mamma Mia in Year 3.4 and Living on a Prayer in year 5.6. Improvising should only be attempted if children are familiar with the sounds the instruments make from Autumn Term learning.	**Spring 1:** This is an engaging unit of work for children and have a link to PSHE as the song is about stopping bullies. This is the first time they have studied rap and the song is very clearly structured which helps them identify the different parts of the song. This unit precedes The Fresh Prince of Bel Air in Year 5.6.	**Spring 1:** This builds upon the gospel unit in year 3.4, Lean on me. This unit is purely a singing unit of work to develop children's musical confidence and their knowledge on the musical elements. Developing children's singing skills exclusively helps some of the children who are attending Young Voices and Rickmansworth Music Festival.
	Spring 2: Children listen and appraise a range of Carole King pop songs. Children learn song lyrics, melodies, and experiment with structure and notation when improvising, and composing music in the style of Carole King.	**Spring 2:** As children have now experimented with improving, they will now have the opportunity to move onto composing using either a glockenspiel or a recorder. This unit precedes Three Little Birds in Year 3.4.Composing should only be attempted if children are familiar with the sounds the instruments make from Autumn Term learning. Children are now able to be introduced to	**Spring 2:** Children are able to apply their musical knowledge and skills at the end of Spring Term to this difficult piece of music because of their work with glockenspiels and the musical elements. Children use their pulse and rhythm skills to improvise along with a well-known song, which is more accessible than with an unfamiliar song. This unit precedes A New Year Carol in Year 5.6.	**Spring 2:** This unit of work studies the music of Carole King – a singer/songwriter with many famous and successful songs. This is important as the gender gap in music is important to teach and links well to the next unit of work – Females in Music. Children will compose music in the style of Carole King and with improvise along with her songs. The musical elements of texture and notation are more complex than any

		timbre as they have a based knowledge of pitch.		they have studied before. Other musical elements, such as pitch and tempo, need to be understood before texture and notation are understood. Studying these in the pop genre is more accessible for children and therefore builds their confidence.
SUMMER TERM				
Unit Title/s	**Summer 1: Big, Bear Funk**	**Summer 1: Friendship Song – structure**	**Summer 1: Blackbird – pitch and dynamics**	**Summer 1: Females in Music - texture and notation**
NC Links ELGs (Early Years) Scheme Outcomes	**ELGs:** • Exploring and using media and materials (ELG) • Being imaginative (ELG)	**NC Links:** • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music **Scheme Outcomes:** Children will understand the musical element of structure and will be more familiar with pop songs about friendship. Children will begin to compose along to a song about friendship.	**NC Links:** • Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music **Scheme Outcomes:** Children will have an understanding of the origin of pop music and will have developed their musical knowledge on pitch and dynamics. Children will be able to compare improvisation and composition of music.	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music **Scheme Outcomes:** Children will know more about the history of music, specifically about females in industry.
Unit Title/s	**Summer 2: Reflect, Rewind, Replay**	**Summer 2: Reflect, Rewind, Replay- texture**	**Summer 2: Reflect, Rewind, Replay- tempo and timbre**	**Summer 2: Reflect, Rewind, Replay structure and timbre**
NC Links ELGs (Early Years) Scheme Outcomes	**ELGs:** • Exploring using media and materials (Exceeding) • Being imaginative (Exceeding)	**NC Links:** • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**NC Links:** • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

		• Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music **Scheme Outcomes:** Children will understand the musical element of texture and will be more familiar with classical music. Children will begin to compose along with a piece of classical music, with a focus on their notations.	• Improvise and compose music for a range of purposes using the interrelated dimensions of music • Use and understand staff and other musical notations **Scheme Outcomes:** Children will understand the musical element of tempo and timbre and will be more familiar with classical music. Children will compose along with a piece of classical music, with a focus on recording their notations.	• Improvise and compose music for a range of purposes using the interrelated dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations **Scheme Outcomes:** Children will understand the musical element of structure and timbre in another 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	**Summer 1:** • Children sing songs, make music and dance, and experiment with ways of changing them • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	**Summer 1:** • Recognise phrase length and know when to breathe • Respond physically when composing music • Contribute to the creation of a class contribution • Perform long and short sounds in response to symbols	**Summer 1:** • Explore and choose different movements to describe • Explore different melodic patterns • Create music that describes contrasting moods/emotions	**Summer 1:** • Identify different moods and textures • Subdivide the pulse while keeping to a steady beat • Analyse how sounds are used to create different moods • Identify melodic phrases and play them by ear • Improve their work through analysis evaluation and comparison. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment • Plan and perform a movement sequence showing contrasts in speed/level and direction
	Summer 2: • Children develop their own ideas through selecting and using materials and working on processes that interest them. • Through their explorations they find out and make decisions about how media and materials	**Summer 2:** • Identify different sound sources • Respond physically when appraising music, identify well-defined musical features • Identify long and short sounds in music	**Summer 2:** • Identify melodic phrases • Record their own ideas • Recognise how music can reflect different intentions	**Summer 2:** • Identify repeated patterns used in a variety of music(ostinato) • Subdivide the pulse while keeping to a steady beat • Recognise and explore different combinations of pitch sounds

	can be combined and changed. • Children talk about the ideas and processes that have led them to make music, designs, images or products. • They can talk about features of their own and others' work, recognising the differences between them and the strengths of others	• Identify different groups of instruments • Play and sing a notated phrase • Create sound effects		• Explore, select and combine a variety of different sounds to compose a soundscape • Use a range of stimuli and develop musical ideas into a completed compositionSing songs using notation of their own • Sing songs using staff notation • Apply basic compositional ideas to create dance phrases with a partner and in a small group • Use ICT to change and manipulate sounds
Activities	**Summer 1:** 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.	**Summer 1:** Children listen and appraise a range of friendship songs. Children learn song lyrics and melodies and experiment with structure of songs. Children will begin to compose music using some sort of notation to help them replay the song.	**Summer 1:** Children listen and appraise music by The Beatles, specifically Blackbird. Children learn song lyrics and melodies and experiment with pitch and dynamics in the voice and with instruments. Children should use untuned instruments as well as glockenspiels so they are using tuned and untuned instruments. Children will improvise and compose with notes C, D and E.	**Summer 1:** Children will research well-known artists, study their music and compare music with a focus on the musical elements structure and timbre. Children will learn lyrics and play along with well-known songs. The emphasis of this unit is to learn about the history of females in music.
	Summer 2: 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.	**Summer 2:** Children listen and appraise a range of classical music songs. Children learn song lyrics and melodies and experiment with texture in the voice and with instruments.	**Summer 2:** 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.	**Summer 2:** 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)	**Summer 1:** 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	**Summer 1:** Friendship is an important topic to children in Key Stage 1. The Friendship Song has a complex structure showing verse, instrumentals, chorus and bridges. This is an ideal song to use to teach	**Summer 1:** This is the first unit where history of music is studied as well as the musical elements and the music specifically. This is building upon previous units. Children study the history of The Beatles because their	**Summer 1:** This unit of work comes after You've Got a Friend as is about females in the music industry and the lack of representation of females. Children should learn about the history of music and the music industry as this could be

	they will take part in when they join year 1.	the musical element of structure. Children might be familiar with other friendship songs such as Count On Me by Bruno Mars.	impact on music is so vast and powerful. Children also build upon previous units by composing and improvising to accompany songs, showing the difference between these.	a possible career path for them. Having an industry expert in to answer the children's questions is engaging and insightful.
	Summer 2: Children are doing two things in this unit: listening and appraising classical pieces and revisiting a known song from the academic year. The classical 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.	**Summer 2:** Classical music is the most abstract to KS1 children and they can only study this music after developing a base knowledge of the musical elements studied this year. This unit draws all of the learning of musical elements and different genres together.	**Summer 2:** This unit draws all of the learning of musical elements and different genres together. This unit can only be completed once all others have been taught. This unit is designed for children to compare work and reflect on their learning from the year.	**Summer 2:** Children will be creating music for their leavers assembly, reflecting on everything they have learnt this year through studying different genres and focusing on different musical elements.
Other opportunities for Cultural Capital		**Autumn:** • Christmas Performance • Harvest Festival • Weekly Singing Assembly **Spring** • Weekly Singing Assembly **Summer** • Weekly Singing Assembly	**Autumn:** • Orchestra • Christmas Concert • Harvest Festival • Weekly Singing Assembly **Spring** • Orchestra • Weekly Singing Assembly **Summer** • Orchestra • Weekly Singing Assembly	**Autumn:** • Orchestra • Christmas Concert • Harvest Festival • Weekly Singing Assembly **Spring** • Young Voices • Orchestra • Weekly Singing Assembly **Summer** • Rickmansowrth Music Festival • Year 6 Leavers Assembly • Year 5/6 Production • Orchestra • Weekly Singing Assembly

PE	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Outdoor Autumn 1: Ball Skills**	**Outdoor Autumn 1: Multi-Skills**	**Outdoor Autumn 1: Nimble Nets**	**Outdoor Autumn 1: Nimble Nets**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)** 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 (e.g. badminton, basketball, cricket, football, hockey, netball, rounders, tennis) and apply basic principles suitable for attacking and defending. Engage in competitive sports & 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 (e.g. badminton, basketball, cricket, football, hockey, netball, rounders, tennis) and apply basic principles suitable for attacking and defending. Engage in competitive sports & activities. **Scheme Outcomes:** Children will be well versed in attacking, defending, throwing, catching and develop tactics that will help them competitively.
	Indoor Autumn 1: Ball Skills	**Indoor Autumn 1: Bootcamp**	**Indoor Autumn 1: Bootcamp**	**Indoor Autumn 1: Bootcamp**
	PD (PE) 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	**Outdoor Autumn 1:** • Throwing with two hands • Catching a large ball with two hands • Push equipment	**Outdoor Autumn 1:** • Begin to apply and combine a variety of physical skills: running and jumping. • Understand the importance of	**Outdoor Autumn 1:** • Takes part in competitive games with a strong understanding of tactics and composition	**Outdoor Autumn 1:** • Shows confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking

	• Kick a large ball	rules in games	• Apply basic skills for attacking and defending Uses running, jumping, throwing and catching in isolation and combination	• Keeps possession of balls during games situations • Consistently uses skills with co-ordination, control and fluency • Takes part in competitive games with a strong understanding of tactics and composition • Learn from others how they can improve their skills • Comment on tactics and techniques to help improve performances • Make suggestions on how to improve their work, commenting on similarities and differences • Watches and describes performances accurately
	Indoor Autumn 1: • Throwing with two hands • Catching a large ball with two hands • Push equipment • Kick a large ball	**Indoor Autumn 1:** • Can comment on own performance • Can explain the importance of exercise and a healthy lifestyle • Compete with themselves e.g beat their time/beat the amount of reps.	**Indoor Autumn 1:** • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understands the need to warm up and cool down	**Indoor Autumn 1:** • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understands the need to warm up and cool down
Activities	**Outdoor Autumn 1:** 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.	**Outdoor Autumn 1:** Children play a range of games that develop balance, throwing, catching and agility skills while gaining an understanding of rules in active games.	**Outdoor Autumn 1:** Children practice the range of skills above that would help them in game play. Children begin playing competitive games.	**Outdoor Autumn 1:** 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.
	Indoor Autumn 1: 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.	**Indoor Autumn 1:** Children complete a circuit of 6 exercises per week.	**Indoor Autumn 1:** Children use warm ups, cool down and an exercise circuit to improve their fitness.	**Indoor Autumn 1:** Children use/create warm ups, cool downs and an exercise circuit to improve their fitness.
Context (why are we teaching this here & now)	**Outdoor Autumn 1:** 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 coordination. These skills will help with sports they	**Outdoor Autumn 1:** 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.	**Outdoor Autumn 1:** 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	**Outdoor Autumn 1:** 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

	want to play in the future. This unit will be revisited at the end of the academic year to ensure they are prepared for Sports Day.		competitively.	them more confident and competent to play competitively.
	Indoor Autumn 1: 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 coordination. These skills will help with sports they want to play in the future. This unit will be revisited at the end of the academic year to ensure they are prepared for Sports Day.	**Indoor Autumn 1:** 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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.	**Indoor Autumn 1:** 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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.	**Indoor Autumn 1:** 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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.
Unit Title/s	**Outdoor Autumn 2: Travelling Skills**	**Outdoor Autumn 2: Attacking and Defending**	**Outdoor Autumn 2: Attacking and Defending**	**Outdoor Autumn 2: Attacking and Defending**
NC Links ELGs (Early Years) Scheme Outcomes	**PD (PE)** 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.	N**C 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.
Unit Title/s	**Indoor Autumn 2: Travelling Skills**	**Indoor Autumn 2: Ugly Bug Ball Dance**	**Indoor Autumn 2: Fitness Frenzy**	**Indoor Autumn 2: Fitness Frenzy**
NC Links	**PD (PE)** Travels with confidence and	**NC Links:**	**NC Links**	**NC Links**

ELGs (Early Years) **Scheme Outcomes**	skill under, over and through balance and climbing equipment	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.	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.	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	**Outdoor Autumn 2:** • Climbs over equipment using hands, feet and knees • Climbs under equipment using hands, feet and knees. • Can balance on two feet and one foot.	**Outdoor Autumn 2:** Develop a strong sense of spatial awareness • Master balance • Master co-ordination • Develop agility	**Outdoor Autumn 2:** Takes part in competitive games with a strong understanding of tactics and composition Can create their own games using knowledge and skills • Compares and comments on skills to support creation of new games Can make suggestions as to what resources can be used to differentiate a game • Apply basic skills for attacking and defending	**Outdoor Autumn 2:** • Shows confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking • Keeps possession of balls during games situations • Consistently uses skills with co-ordination, control and fluency • Takes part in competitive games with a strong understanding of tactics and composition Can create their own games using knowledge and skills • Comment on tactics and techniques to help improve performances • Make suggestions on how to improve their work, commenting on similarities and differences • Modifies competitive games. • Compares and comments on skills to support creation of new games Watches and describes performances accurately • Learn from others how they can improve their skills
	Indoor Autumn 2:	**Indoor Autumn 2:**	**Indoor Autumn 2:**	**Indoor Autumn 2:**

	• Climbs over equipment using hands, feet and knees • Climbs under equipment using hands, feet and knees • Can balance on two feet and one foot.	• Use appropriate vocabulary when feeding back • Can comment on own performance • Copies and explores basic movements with clear control • Varies levels and speed in sequence • Add change of direction to a sequence • Can describe a short dance using appropriate vocabulary • Respond imaginatively to stimuli • Shows development of co-ordination.	• Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understands the need to warm up and cool down	• Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understands the need to warm up and cool down
Activities	**Outdoor Autumn 2:** 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.	**Outdoor Autumn 2:** 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.	**Outdoor Autumn 2:** Children will be creating their own games based on attacking and defending skills using a range of equipment.	**Outdoor Autumn 2:** 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.
	Indoor Autumn 2: 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.	**Indoor Autumn 2:** Children create and perform a dance in the style of ballroom.	**Indoor Autumn 2:** Children use warm ups, cool down and an exercise circuit to improve their fitness.	**Indoor Autumn 2:** Children use/create warm ups, cool downs and an exercise circuit to improve their fitness.
Context (why are we teaching this here & now)	**Outdoor Autumn 2:** 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 Sports Day.	**Outdoor Autumn 2:** 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.	**Outdoor Autumn 2:** This unit precedes Invaders in the Summer Term. This unit allows children to develop skills needed when playing Tag Rugby.	**Outdoor Autumn 2:** 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.
	Indoor Autumn 2: Children need to develop their	**Indoor Autumn 2:** Year 1.2 complete a dance unit in	**Indoor Autumn 2:** Year 3 and 4 children are now able	**Indoor Autumn 2:** As children are beginning to compete

	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 Sports Day.	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.	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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.	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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining
SPRING TERM				
Unit Title/s	**Outdoor Spring 1** **Hop, Skip, Jump!**	**Outdoor Spring 1** **Skip to the Beat**	**Outdoor Spring 1** **Orienteering**	**Outdoor Spring 1** **Orienteering**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)** 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. **Scheme Outcomes:** Children will become more confident at skipping.	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.
Unit Title/s	**Indoor Spring 1** **Hop, Skip, Jump!**	**Indoor Spring 1** **Groovy Gymnastics**	**Indoor Spring 1** **Gym Sequences**	**Indoor Spring 1** **Gym Sequences**
NC Links	**PD (PE)** Jumps off an object and	**NC Links:**	**NC Links:**	**NC Links:**

ELGs (Early Years) **Scheme Outcomes**	lands appropriately. Children can hop confidently and skip in time to music.	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 apply these in a range of activities. **Scheme Outcomes:** children will develop flexibility and evaluation skills.	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.	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.
Skills to be developed	**Outdoor Spring 1:** • Bends knees when landing from a jump. • Hop on both legs • Progress from a hop to a skip • Travel with a skip	**Outdoor Spring 1:** • Comment on their own performance • Use a technique that allows children to run and skip simultaneously.	**Outdoor Spring 1:** • Develops listening skills • Listens to instructions from a partner/ adult • Beginning to think activities through and problem solve • Discuss and work with others in a group • Demonstrates an understanding of how to stay safe • Uses simple maps • Choose and apply strategies to solve problems with support	**Outdoor Spring 1:** • Develops strong listening skills • Uses and interprets simple maps • Think activities through and problem solve using general knowledge • Choose and apply strategies to solve problems with support • Discuss and work with others in a group • Demonstrates an understanding of how to stay safe
	Indoor Spring 1: • Bends knees when landing from a jump • Hop on both legs • Progress from a hop to a skip • Travel with a skip	**Indoor Spring 1:** • Can link 2-3 simple movements • Explores and creates different pathways and patterns • Uses equipment in a variety of ways to create a sequence • Master balances	**Indoor Spring 1:** • Links skills with control, technique, co-ordination and fluency • Understands composition by performing more complex sequences • Beginning to use gym vocabulary to describe how to improve and refine performances • Develops strength, technique and flexibility throughout	**Indoor Spring 1:** • Links skills with control, technique, co-ordination and fluency • Understands composition by performing more complex sequences • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions • Performs difficult actions, with an emphasis on extension, clear body

			performances • Creates sequences using various body shapes and equipment • Combines equipment with movement to create sequences	shape and changes in direction • Adapts sequences to include a partner or a small group • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement • Draw on what they know about strategy, tactics and composition when performing and evaluating • Analyse and comment on skills and techniques and how these are applied in their own and others' work • Uses more complex gym vocabulary to describe how to improve and refine performances
Activities	**Outdoor Spring 1:** 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.	**Outdoor Spring 1:** Children play a range of games that involve skipping, including competitive races.	**Outdoor Spring 1:** Children to play a range of games based on simple map reading.	**Outdoor Spring 1:** Children to play a range of games based on map reading and navigation.
	Indoor Spring 1: Children play a variety of games with equipment that they can throw and catch to improve coordination.	**Indoor Spring 1:** 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.	**Indoor Spring 1:** Children will be creating their own games based on striking and fielding skills using a range of equipment.	**Indoor Spring 1:** 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)	**Outdoor Spring 1:** 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.	**Outdoor Spring 1:** 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.	**Outdoor Spring 1:** Children will be applying their map reading and navigating skills from Geography in Autumn Term.	**Outdoor Spring 1:** Children to play a range of games based on map reading and navigation.
	Indoor Spring 1: Children will develop their balance	**Indoor Spring 1:** Children complete a gymnastics unit	**Indoor Spring 1:** Children complete a gymnastics unit	**Indoor Spring 1:** Children complete a gymnastics unit in

	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.	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).	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 as it is a chance to develop skills needed for the dance and athletics units later on in the academic year.
SPRING 2 TERM				
Unit Title/s	**Outdoor Spring 2** **I like to move it, move it.**	**Outdoor Spring 2** **Brilliant Ball Skills**	**Outdoor Spring 2** **Striking and Fielding**	**Outdoor Spring 2** **Striking and Fielding**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)** 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 phyical activities and use running, jumping, throwing and catching in isolation and in combination. They should enjoy communicating an 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 phyical activities and use running, jumping, throwing and catching in isolation and in combination. They should enjoy communicating an collaborating and competing with each other. **Scheme Outcomes:** Children will become more confident in just striking and fielding and use these skills tactically.
Unit Title/s	**Indoor Spring 2** **I like to move it, move it.**	**Indoor Spring 2** **Gym Fit Circuits**	**Indoor Spring 2** **Gym Fit Circuits**	**Indoor Spring 2** **Gym Fit Circuits**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)** Shows good control and co-ordination in large and small movements	**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:**	**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	**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

		Children will improve their fitness over 6 weeks.	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 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	**Outdoor Spring 2:** • Catch a ball while jumping • Throw a ball while jumping • Can run to a target and back again	**Outdoor Spring 2:** • Begin to develop own games with peers • Develop simple tactics in attacking • Develop simple tactics when defending	**Outdoor Spring 2:** • Takes part in competitive games with a strong understanding of tactics and composition • Can create their own games using knowledge and skills • Compares and comments on skills to support creation of new games Can make suggestions as to what resources can be used to differentiate a game • Uses running, jumping, throwing and catching in isolation and combination	**Outdoor Spring 2:** • Shows confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking • Consistently uses skills with co-ordination, control and fluency • Takes part in competitive games with a strong understanding of tactics and composition Can create their own games using knowledge and skills • Modifies competitive games. • Compares and comments on skills to support creation of new games Watches and describes performances accurately • Learn from others how they can improve their skills Comment on tactics and techniques to help improve performances • Make suggestions on how to improve their work, commenting on similarities and differences
	Indoor Spring 2: • Catch a ball while jumping • Throw a ball while jumping • Can run to a target and back again	**Indoor Spring 2:** • Can comment on own performance • Can explain the importance of exercise and a healthy lifestyle • Compete with themselves e.g beat their time/beat the amount of reps.	**Indoor Spring 2:** • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understands the need to warm up and cool down	**Indoor Spring 2:** • Can describe the effect exercise has on the body • Can explain the importance of exercise and a healthy lifestyle • Understands the need to warm up and cool down
Activities	**Outdoor Spring 2:** Children play a variety of games with equipment that they can throw and	**Outdoor Spring 2:** Children will play a range of games where 2 teams are competing and	**Outdoor Spring 2:** Children will be creating their own games based on striking and fielding	**Outdoor Spring 2:** Children will be creating their own games based on striking and fielding

	catch to improve coordination.	begin to think about their ball skills. Games can include a range of equipment.	skills using a range of equipment.	skills using a range of equipment. Children will begin to think of tactics. Children can use a range of equipment.
	Indoor Spring 2: Children play a variety of games with equipment that they can throw and catch to improve coordination.	**Indoor Spring 2:** Children complete a circuit of 6 exercises per week.	**Indoor Spring 2:** Children use warm ups, cool downs and an exercise circuit to improve their fitness.	**Indoor Spring 2:** Children use/create warm ups, cool downs and an exercise circuit to improve their fitness.
Context (why are we teaching this here & now)	**Outdoor Spring 2:** This unit builds upon what children have already done with movement, throwing and catching. These skills and activities ensure they are prepared for Sports Day.	**Outdoor Spring 2:** 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.	**Outdoor Spring 2:** 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.	**Outdoor Spring 2:** 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.
	Indoor Spring 2: This unit builds upon what children have already done with movement, throwing and catching. These skills and activities ensure they are prepared for Sports Day.	**Indoor Spring 2:** This unit allows children to compare their fitness to their 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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.	**Indoor Spring 2:** This unit allows children to compare their fitness to their 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. 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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.	**Indoor Spring 2:** This unit allows children to compare their fitness to their 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. 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. As part of the 5 Ways to Well-being, 'Be Active' is an element of maintaining good mental health.
SUMMER TERM				
Unit Title/s	**Outdoor Summer 1**	**Outdoor Summer 1**	**Outdoor Summer 1**	**Outdoor Summer 1**

	Fitness Frenzy	Throwing & Catching	Invaders	Invaders
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)** 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 (e.g. 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 (e.g. 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.
Unit Title/s	**Indoor Summer 1** **Fitness Frenzy**	**Indoor Summer 1** **Cool Core**	**Indoor Summer 1** **Cool Core**	**Indoor Summer 1** **Cool Core**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)** 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 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. **Scheme Outcomes:** Children will improve balance and co-ordination.	**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 (e.g. through athletics and gymnastics) compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Scheme Outcomes:** Children will develop core strength.	**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 (e.g. through athletics and gymnastics) compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Scheme Outcomes:** Children will develop and improve core strength.
Skills to be developed	**Outdoor Summer 1:** • Notice what changes happen to	**Outdoor Summer 1:** • Develop hand-eye co-ordination	**Outdoor Summer 1:** • Takes part in competitive	**Outdoor Summer 1:** • Shows confidence in using ball

	breathing when exercising • Notice that sweat occurs when exercising • Notice that you can feel tired after exercising • Notice that you can feel happier after exercising	• Master throwing and catching • Begin to develop own games with peers.	games with a strong understanding of tactics and composition • Apply basic skills for attacking and defending	skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking • Keeps possession of balls during games situations • Consistently uses skills with co-ordination, control and fluency • Takes part in competitive games with a strong understanding of tactics and composition • Watches and describes performances accurately • Learn from others how they can improve their skills • Comment on tactics and techniques to help improve performances • Make suggestions on how to improve their work, commenting on similarities and differences
	Indoor Summer 1: • Notice what changes happen to breathing when exercising. • Notice that sweat occurs when exercising. • Notice that you can feel tired after exercising • Notice that you can feel happier after exercising	**Indoor Summer 1:** • Master balance • Master co-ordination • Can link 2-3 simple movements	**Indoor Summer 1:** • Links skills with control, technique, co-ordination and fluency • Understands composition by performing more complex sequences • Beginning to use gym vocabulary to describe how to improve and refine performances • Develops strength, technique and flexibility throughout performances • Creates sequences using various body shapes and equipment • Combines equipment with movement to create sequences	**Indoor Summer 1:** • Links skills with control, technique, co-ordination and fluency • Understands composition by performing more complex sequences • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction • Adapts sequences to include a partner or a small group • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement • Draw on what they know about strategy, tactics and composition

				when performing and evaluating • Analyse and comment on skills and techniques and how these are applied in their own and others' work • Uses more complex gym vocabulary to describe how to improve and refine performances
Activities	**Outdoor Summer 1** 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.	**Outdoor Summer 1** Children play a variety of games involving throwing and catching to build their skills.	**Outdoor Summer 1** Children practice the range of skills above that would help them in game play. Children begin playing competitive games.	**Outdoor Summer 1** 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.
	Indoor Summer 1: 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.	**Indoor Summer 1:** Children will explore a range of Pilates moves.	**Indoor Summer 1:** Children will explore a range of Pilates moves to create a sequence emphasising on control and balance.	**Indoor Summer 1:** 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)	**Outdoor Summer 1** 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 Sports Day.	**Outdoor Summer 1** 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.	**Outdoor Summer 1** Children will apply skills learnt during Attacking and Defending and striking and fielding in the Spring Term.	**Outdoor Summer 1** 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.
	Indoor Summer 1: 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 Sports Day.	**Indoor Summer 1:** Along with throwing and catching, Cool Core equips children with balance and co-ordination skills that are needed to master a range of games and athletic activities that occur on Sports Day.	**Indoor Summer 1:** Children are completing this unit as it precedes Young Olympians. They will be developing core strength which assists: running, jumping and throwing. These are all events at our Sports Day.	**Indoor Summer 1:** Children are completing this unit as it precedes Young Olympians. They will be developing core strength which assists: running, jumping and throwing. These are all events at our Sports Day.
Unit Title/s	**Outdoor Summer 2**	**Outdoor Summer 2**	**Outdoor Summer 2**	**Outdoor Summer 2**

	Active Athletics	**Active Athletics**	**Young Olympians**	**Young Olympians**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)**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 Sports Day.	**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 (e.g. 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 Sports Day.	**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 (e.g. 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 Sports Day.
Unit Title/s	**Indoor Summer 2** **Active Athletics**	**Indoor Summer 2** **Rounders**	**Indoor Summer 2** **Dynamic Dance**	**Indoor Summer 2** **Dynamic Dance**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**PD (PE)**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	**Outdoor Summer 2:** • Throwing with two hands • Catching a large and small ball with two hands • Push equipment • Kick a large and small ball	**Outdoor Summer 2:** • Can jump from a standing position with accuracy • Performs a variety of throws with control and co-ordination • Can use equipment safely • Begin to explore different throws	**Outdoor Summer 2:** • Beginning to build a variety of running techniques and use with confidence • Can perform a running jump with more than one component e.g. hop skip jump (triple jump) • Demonstrates accuracy in	**Outdoor Summer 2:** • Beginning to build a variety of running techniques and use with confidence • Can perform a running jump with more than one component e.g. hop skip jump (triple jump) • Beginning to record peers

		for javelin and shot put	throwing and catching activities • Describes good athletic performance using correct vocabulary	performances, and evaluate these • Demonstrates accuracy and confidence in throwing and catching activities • Describes good athletic performance using correct vocabulary • Can use equipment safely and with good control
	Indoor Summer 2: • Throwing with two hands • Catching a large and small ball with two hands • Push equipment • Kick a large and small ball	**Indoor Summer 2:** • Can comment on own performance • Can explain the importance of exercise and a healthy lifestyle • Compete with themselves e.g beat their time/beat the amount of reps.	**Indoor Summer 2:** • Confidently improvises with a partner or on their own • Beginning to create longer dance sequences in a larger group • Demonstrating precision and some control in response to stimuli • Beginning to vary dynamics and develop actions and motifs • Demonstrates rhythm and spatial awareness • Modifies parts of a sequence as a result of self-evaluation • Uses simple dance vocabulary to compare and improve work	**Indoor Summer 2:** • Exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns • Demonstrates a strong imagination when creating own dance sequences and motifs • Is able to move to the beat accurately in dance sequences • Dances with fluency, linking all movements and ensuring they flow • Demonstrates consistent precision when performing dance sequences • Uses more complex dance vocabulary to compare and improve work.
Activities	**Outdoor Summer 2:** 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.	**Outdoor Summer 2:** Children will practice their Sports Day events.	**Outdoor Summer 2:** Children will practice their Sports Day events.	**Outdoor Summer 2:** Children will practice their Sports Day events.
	Indoor Summer 2: 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.	**Indoor Summer 2:** Children begin to play rounders games once they have understood the rules.	**Indoor Summer 2:** Children learn line dancing moves to create a dance.	**Indoor Summer 2:** Children learn street dance moves to create a dance.
Context (why are we teaching this here & now)	**Outdoor Summer 2:** This unit is revisited because children can see how much they have progressed which will build their confidence towards sport and	**Outdoor Summer 2:** This unit is in the same term as Sports Day and enables children to develop skills to help them compete	**Outdoor Summer 2:** In year 3.4, children are invited to Three Rivers and Watford sporting competitions, the first of which is athletics. Children feel more	**Outdoor Summer 2:** This unit is in the same term as Sports Day and enables children to develop skills to help them compete confidently.

	PE. Children practise for their EYFS Sports Day.	confidently.	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.	
	Indoor Summer 2: 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.	**Indoor Summer 2:** 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.	**Indoor Summer 2:** Children will be applying their balance, coordination and evaluation skills from Cool-core and Gymnastics in order to improve their dancing skills.	**Indoor Summer 2:** Children can apply their dance and evaluation skills to the Year 5.6 school production.
Other opportunities for Cultural Capital		**Autumn:** • Intra-school competitions • Joe Wicks 5 Minute Move • Tae-Kwon-Do Assembly • Daily Mile • Christmas Production **Spring** • Smoothie Workshop • Fencing Assembly • National Skipping Day • Daily Mile **Summer** • Olympian • Sports Day • Daily Mile • Cheerleading Assembly	**Autumn:** • Joe Wicks 5 Minute Move • Tae-Kwon-Do Assembly • Daily Mile • Tri-Golf **Spring** • Intra-school competitions • Smoothie Workshop • St Helen's Prep netball event • Fencing Assembly • Daily Mile • Year 4 Indoor Athletics meet • National Skipping Day **Summer** • Olympian • Sports Day • Daily Mile • Year 3 Outdoor Athletics Meet	**Autumn:** • Intra-school competitions • Joe Wicks 5 Minute Move • Tae-Kwon-Do Assembly • Daily Mile • Year 5 Fun Run • Fullarians rugby event **Spring** • Smoothie Workshop • Fencing Assembly • Daily Mile • Year 5 Tag Rugby • National Skipping Day **Summer** • Olympian • Netball league • Football league • Sports Day • Daily Mile • Cheerleading Assembly • Production • Play-Leader training • Year 6 Kwik Cricket • Royal Navy course • PGL

PSHE	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1: Being Me in My World**	**Autumn 1: Being Me in My World**	**Autumn 1: Being Me in My World**	**Autumn 1: Being Me in My World**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	Personal, Social and Emotional Development Understanding the World Communication and Language	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. Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World	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. Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World	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. Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World
Unit Title/s	**Autumn 2: Celebrating Difference**	**Autumn 2: Celebrating Difference**	**Autumn 2: Celebrating Difference**	**Autumn 2: Celebrating Difference**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	Personal, Social and Emotional Development Understanding the World Communication and Language	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 2. Relationships Core Theme 3. Living in the Wider World Jigsaw Outcomes - I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 2. Relationships Core Theme 3. Living in the Wider World Jigsaw Outcomes - I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 2. Relationships Core Theme 3. Living in the Wider World Jigsaw Outcomes - I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation
Skills to be developed	**Autumn 1: Being Me in My World** Core Theme 2. Relationships • Initiates conversations, attends to and takes account of what others say Core Theme 3. Living in the Wider World • Work as part of a group or class, and understand and	**Autumn 1 : Being Me in My World** Core Theme 2. Relationships • Identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities • Demonstrate that they can manage some feelings in a	**Autumn 1: Being Me in My World** Core Theme 2. Relationships • Demonstrate that they recognise their own worth and that of others • Express their views confidently and listen to and show respect for the views of others Core Theme 3. Living in the Wider	**Autumn 1: Being Me in My World** Core Theme 2. Relationships • Identify ways to face new challenges • Identity positive ways to face new challenges (for example the transition to secondary school) Core Theme 3. Living in the Wider World

	follow the rules	positive and effective way. They begin to share their views and opinions Core Theme 3. Living in the Wider World • Recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates) Identify and respect differences and similarities between people	World • Explain how their actions have consequences for themselves and others • Identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring)	• Describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves
	Autumn 2: Celebrating Difference Core Theme 2. Relationships • Takes steps to resolve conflicts with other children • Confident to speak to others about own needs, wants, interests and opinions Core Theme 3. Living in the Wider World • Understands actions can affect others • Confident to speak in a familiar group about their ideas and will ask for help if needed • Able to negotiate and solve problems without aggression 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	**Autumn 2: Celebrating Difference** Core Theme 1. Health and Wellbeing • Name the main parts of the body Core Theme 2. Relationships • Identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities Core Theme 3. Living in the Wider World • Explain different ways that family and friends should care for one another • Recognise that bullying is wrong and can list some ways to get help in dealing with it • Recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates) Identify and respect differences and similarities between people	**Autumn 2: Celebrating Difference** Core Theme 2. Relationships • Demonstrate that they recognise their own worth and that of others Core Theme 3. Living in the Wider World • Describe the nature and consequences of bullying, and can express ways of responding to it • Explain how their actions have consequences for themselves and others	**Autumn 2: Celebrating Difference** Core Theme 1. Health and Wellbeing • Identify some factors that affect emotional health and well-being • Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being Core Theme 2. Relationships • Identify ways to face new challenges Core Theme 3. Living in the Wider World • Respond to, or challenge, negative behaviours such as stereotyping and aggression
Activities	**Autumn 1: Being Me in My World** Self-Identity Understanding feelings Being in a classroom	**Autumn 1: Being Me in My World** Hopes and fears for the year Rights and responsibilities	**Autumn 1: Being Me in My World** Being part of a class team Being a school citizen Rights, responsibilities and	**Autumn 1: Being Me in My World** Identifying goals for the year Global citizenship

	Being gentle Rights and responsibilities • Introducing Jenie Jigsaw and each other. Getting to know each other – box of toys – different and unique. • Starting school and naming emotions. • Sharing and being part of a class. Introduce Jigsaw Jerrie Cat - Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and feel kindness for everyone in the class. • Managing feelings and behaviours – story Hands are Not for Hitting. • Game – Jailer and Thief – should we take others toys? Our rights and safety. Discuss class/school rules. • Rights and responsibilities and focus on one as a class for the week.	Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings • Transition Week – set targets for the year • The Huge Bag of Worries, sharing worries, how to cope with them. Worry balloon release. • Belonging to our class, rights and responsibilities – read I'll Do It! • Rewards and consequences, traffic light post its for positive and negative behaviour. • Talk partners – appropriate consequences • Learning Charter – jigsaw pieces – Rights, Responsibilities, Rewards, Consequences – build a display for the class • Following the learning charter together – finding common likes	democracy Rewards and consequences Group decision-making Having a voice What motivated behaviour • Included and excluded, working together as a class team, diamond 9 post its • Roles and responsibilities of our school community, job charades, ranking importance, all vital, how roles connect to each other across the school • United Nations Convention on the Rights of the Child – Spot the Difference pictures. Article 12 - Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account. Article 28 - Children have a right to a primary education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this. • Actions have consequences, scenarios and continuum line discussion. Voting on consequences and rewards for their class • Taking on roles in a group – responsibilities, decision making – straws and marshmallows. Learning Charter – jigsaw pieces – Rights, Responsibilities, Rewards, Consequences • Design class learning charter in groups and share, discuss	Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling • Worries, hopes and dreams for the year. Tom Daly inspirational story • Comparing my life with another child in a different country – are our rights and responsibilities the same – are they adhered to? Cocoa Plantation in Ghana • Maslow's Hierarchy of Human Need – what do we need in order to learn. Compare to a child in different circumstances to their own – homeless child • Treasure learning goals for the year – perceived obstacles, solutions, rewards. Write Class Learning Charter together • Learning Charter display – PPT, Leaflet, Song, School website – working in groups • Complete above Refection lesson – how has our first half term as a class gone, do we need to make any changes to improve our learning – refer to our learning charter

			democracy	
	Autumn 2: Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself • Circle activity – what am I good at in school? Are we all good at the same thing? • Discuss with talk partners what we are good at. Make an I'm Special poster • Photos sorting of different types of families – sorting in different ways – how are we the same and different from each other? • Building houses for teddies – same and different, special and unique • Mind Map how to make friends and how to look after our friends puppets – being unkind scenario to discuss – feelings, behaviour and how to stand up for yourself	**Autumn 2: Celebrating Difference** Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating differences and remaining friends • Agree or disagree washing line – girl/boy statements. Dulcie Dando, Soccer Star – stereotypes, exploring similarities • Bills new Frock – challenging boy/girl stereotypes. Exploring differences • Different scenarios, recognising bullying, why it happens, friendship tree activity – labelling feelings • Freeze framing scenarios – the role of the bully, victim and bystander. Stand up against bullying paper chain activity • Willy and Hugh friendship story, making and giving out friendship tokens	**Autumn 2: Celebrating Difference** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions • Coloured and clear glasses activity – making assumptions about people • Making assumptions response strips • What is bullying, why do people do it? Freeze frame drama – what should the bystander do? • Newsround clip – Whose side are you on? – further learning on the role of the bystander • Story of Ruby – feeling different and not belonging, being special and unique. My photo frame – what is special about me? • Story – Pig is Moving In – learning to kike your new neighbour after making the wrong	**Autumn 2: Celebrating Difference** Perception of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy • What is normal, discussing visual impairment and disabilities. • Sharing Archie's Story – Cerebral Palsy. Writing an email in journals. • Freeze frame activity – holding power over another. Recording conversations in journals). • Group discussion and feedback on why people might bully. Stick photos of activity into journal. • Researching amazing people with disabilities – paralympians. • PPT – Difference causing conflict and celebration. In groups performing freeze frame storylines. Peer

		How are we different and similar to our friends – how do we value our friends. 3D trophy template writing activity	assumptions. How do I inform my opinions about people?	assessment.
Context (why are we teaching this here & now)	**Autumn 1: Being Me in My World** Beginning of the year, new classes, new children – getting to know each other.	**Autumn 1: Being Me in My World** 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.	**Autumn 1: Being Me in My World** 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.	**Autumn 1: Being Me in My World** 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.
	Autumn 2: Celebrating Difference Moving on from getting to know to how to behave together – friends, sharing, getting along. Linked to Science Topic – Look at Me. Antibullying Week Autumn 2	**Autumn 2: Celebrating Difference** Moving on from belonging themselves in the class to building friendships and looking after each other. Antibullying Week Autumn 2	**Autumn 2: Celebrating Difference** New class, changing first impressions of each other now we know each other better. Linked to Science Topic – Animals Including Humans (food, diet, skeletons and muscles) Antibullying Week Autumn 2	**Autumn 2: Celebrating Difference** Celebrating difference in the wider would – not just our class – looking at disabilities. Linked to Science Topic – Living Things and Their Habitats (lifecycles, reproduction of plants and animals) Antibullying Week Autumn 2
SPRING TERM				
Unit Title/s	**Spring 1: Dreams and Goals**	**Spring 1: Dreams and Goals**	**Spring 1: Dreams and Goals**	**Spring 1: Dreams and Goals**
NC Links ELGs (Early Years) Scheme Outcomes	Personal, Social and Emotional Development Understanding the World Communication and Language	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. Programme of Study Core Themes – Core Theme 2. Relationships Core Theme 3. Living in the Wider World Jigsaw Outcomes – I can explain some of the ways I	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. Programme of Study Core Themes – Core Theme 2. Relationships Jigsaw Outcomes - I know how to make a new plan and set new goals even if I have been	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. Programme of Study Core Themes – Core Theme 2. Relationships Jigsaw Outcomes – I can describe some ways in which I can work with other people to help make the world a better place.

		worked cooperatively in my group to create the end product. I can express how it felt to be working as part of a group.	disappointed. I know what it means to be resilient and to have a positive attitude.	 I can identify why I am motivated to do this.
Unit Title/s	**Spring 2: Healthy Me**	**Spring 2: Healthy Me**	**Spring 2: Healthy Me**	**Spring 2: Healthy Me**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	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 make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 2. Relationships Jigsaw Outcomes – I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 2. Relationships Jigsaw Outcomes – I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this.
Skills to be developed	**Spring 1: Dreams and Goals** Core Theme 2. Relationships • Explain own knowledge and understanding, and asks appropriate questions of others • Can describe self in positive terms and talk about abilities Core Theme 3. Living in the Wider World • Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity	**Spring 1: Dreams and Goals** Core Theme 2. Relationships • Set simple goals Core Theme 3. Living in the Wider World • Recognise the effect of their behaviour on other people, and can cooperate	**Spring 1: Dreams and Goals** Core Theme 2. Relationships • Demonstrate that they recognise their own worth and that of others • Express their views confidently and listen to and show respect for the views of others	**Spring 1: Dreams and Goals** Core Theme 2. Relationships • Identify ways to face new challenges
	Spring 2: Healthy Me Core Theme 1. Health and Wellbeing • Eats a healthy range of foodstuffs and understands the need for a variety of food • Understanding good practices with regard to exercise, eating, sleeping, hygiene can contribute to good health • Manage own basic hygiene	**Spring 2: Healthy Me** Core Theme 1. Health and Wellbeing • Make simple choices about some aspects of their health and well-being and know what keeps them healthy • Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar	**Spring 2: Healthy Me** Core Theme 1. Health and Wellbeing • Make choices about how to develop healthy lifestyles • 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 Core Theme 2. Relationships	**Spring 2: Healthy Me** Core Theme 1. Health and Wellbeing • Identify some factors that affect emotional health and well-being • Identify and explain how to manage the risks in different familiar situations • Make judgements and decisions and can list some ways of resisting negative peer pressure around

	• Know the importance of good health and physical exercise, and a healthy diet, and talk about ways to keep healthy and safe • Know about and can make healthy choices in relation to healthy eating and exercise.	situations	• Know what a friend is and does and how to cope with some friendship problems	issues affecting their health and well-being • List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these
Activities	**Spring 1: Dreams and Goals** Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals • Set a tricky challenge – building a tower with spaghetti – what do we do when faced with a challenge? Read Love Monster. • Read The Hare and the Tortoise – think about times we have never given up – talk to partner. • Choosing goals to work towards. • Role play scenarios – giving up. How can we encourage each other to keep on trying? • Job charades, what do we want to be when we grow yup – what do we need to do now to do that job in the future? • Did we reach our goal – draw what we are proud of on a footprint for display.	**Spring 1: Dreams and Goals** Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success • Share Jigsaw Charter. Pass Jigsaw Jo's Treasure Chest silently. Success pictures – what is successful and how do you feel. • Learning to Learn song. Paired work – Goal Ribbon. Introduction of Jerrie Cat Pause Point. • Work with partner to achieve Ribbon Goal • Pass the Ball group challenge game. Group challenge to create a Garden of Dreams and Goals Bird using a range of resources. Question effective group work. • Review of teamwork. Internal Treasure Chest activity.	**Spring 1: Dreams and Goals** Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes • Michael Jordan story – his hard work and perseverance made his dream come true. • Sing 'For Me' song. Scenarios for hopes and dreams that have gone wrong – what would you do/ feel? Focus on resilience. • Group role play using last weeks scenarios and setting new goals. Dealing with disappointment. • Discussion of reality and talent show – what happens when you don't win? How do you deal with it? • Funniest Potato Person group challenge. Working together to plan their potato.	**Spring 1: Dreams and Goals** Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments • Strength Cards – what are my strengths? Read Wonder Goal y Michael Foreman. Record 2 goals in Learning Journal. • Totem Pole Goal setting, planning how to reach my goal. Create 3D totem poles to be displayed in A Garden of Dreams and Goals. • Group work on Global Issues – difficulties faced by others around the world. Write poem/prose about My Dream for the World' • Children to work together to setup a charity event – plan and run. Involve the rest of the school to support them • Review of each others contribution to our charity event.
	Spring 2: Healthy Me Exercising bodies Physical Activity Healthy Food	**Spring 2: Healthy Me** Motivation Healthier Choices Relaxation	**Spring 2: Healthy Me** Healthier friendships Group dynamics Smoking	**Spring 2: Healthy Me** Taking personal responsibility How substances effect my body Exploitation, including 'county lines'

	Sleep Keeping clean Safety • 'Make a Good Decision' song. What sport am I good at charades. • Play Bean Game – effect of exercise on body. • Sorting healthy foods. • Bedtime routines and Chitty Chitty Bang Bang clip. • Washing dirty food. Germs and hand washing. • Read 'Not Everyone in Nice' and Red Riding Hood stories. Stranger danger.	Healthy eating and nutrition Healthier snacks and sharing food • Brainstorm ways to stay healthy. Bug Bear BBC Clip to introduce the concept of motivation. Record ways to motivate ways to stay healthy. • Learning to relax to stay healthy. PPT with different stress scenarios and children use imaginary numerical line to decide on stress levels. Arrange a continuum of relaxation. • I went to the shops intro game. Poor Monty story – intro of medicines. Bag of medicines and medicine safety activity. • Eat Well Plate discussion. Balanced Diet Switch game – understanding main food groups. Sorting foods into food groups. • Snack Attack game – making healthy snack choices. Children follow recipes to make healthy snacks as a group. • Complete Healthy Me Recipe template – healthy and unhealthy choices.	Alcohol Assertiveness Peer pressure Celebrating inner strength • Writing friendship charts – concentric circles. • Followers and leaders scenarios. • Smoking facts and card game scenarios. • True and false alcohol quiz. Liver function. • Healthy and unhealthy friendship stories – group discussion. • How to be more assertive in different situations.	and gang culture Emotional and mental health Managing stress • Agony Aunt activity – how to take responsibility for my 'problems'. • Identify and sorting drugs – restricted, unrestricted, prescribed, illegal. • Ava and Kiran's Story – gangs and County Lines. Highlight danger and choice points in the story. • Different types of gangs. Gangs are…. Card game. • Mental and emotional health. Emotionally Well Template. • Physical and mental strategies to reduce stress and pressure.
Context (why are we teaching this here & now)	**Spring 1:** Learning styles, motivation and perseverance to support learning across all subjects. Support from adults.	**Spring 1:** Learning styles, motivation and perseverance to support learning across all subjects. Support from others – team work / group work.	**Spring 1:** Learning styles, motivation and perseverance to support learning across all subjects. Support from others – team work / group work.	**Spring 1:** Learning styles, motivation and perseverance to support learning across all subjects. Support from others – team work / group work.
	Spring 2: Healthy Me introduction ready for next step of Changing Me in Summer Term. Linked to Science Topic – Fantastic Food	**Spring 2:** Healthy Me introduction ready for next step of Changing Me in Summer Term. Linked to Science Topic – Animals Including Humans (growth, survival and heath)	**Spring 2:** Healthy Me introduction ready for next step of Changing Me in Summer Term.	**Spring 2:** Healthy Me introduction ready for next step of Changing Me in Summer Term.
	• 5Wow Mind Workshop – 5 Ways to Wellbeing – Connect, Be Active, Take	• Herts Catering Workshops KS 1 & 2 – Happy Robot and Smoothies Workshop	• Herts Catering Workshops KS 1 & 2 – Happy Robot and Smoothies Workshop	• Herts Catering Workshops KS 1 & 2 – Happy Robot and Smoothies Workshop

	Notice, Learn, Give • Sports Relief Spring 2 • Safer Internet Day	• 5Wow Mind Workshop – 5 Ways to Wellbeing – Connect, Be Active, Take Notice, Learn, Give • Sports Relief Spring 2 • Safer Internet Day	• 5Wow Mind Workshop – 5 Ways to Wellbeing – Connect, Be Active, Take Notice, Learn, Give • Sports Relief Spring 2 • Safer Internet Day	• 5Wow Mind Workshop – 5 Ways to Wellbeing – Connect, Be Active, Take Notice, Learn, Give • Sports Relief Spring 2 • County Lines Training For All Staff Spring 2 • Safer Internet Day
SUMMER TERM				
Unit Title/s	**Summer 1: Relationships**	**Summer 1: Relationships**	**Summer 1: Relationships**	**Summer 1: Relationships**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	Personal, Social and Emotional Development Understanding the World Communication and Language	Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. It aims to create a curriculum that: • Fosters pupils' respect for themselves and others • Promotes equality and values difference • Educates pupils about positive relationships • Helps pupils understand how their actions can impact on their health, wellbeing and safety 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. Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 3. Living in the Wider World 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	Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. It aims to create a curriculum that: • Fosters pupils' respect for themselves and others • Promotes equality and values difference • Educates pupils about positive relationships • Helps pupils understand how their actions can impact on their health, wellbeing and safety 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. Programme of Study Core Themes – Core Theme 3. Living in the Wider World Jigsaw Outcomes - I can recognise how people are feeling when they miss a special person on animal. I can give ways that might help me	Relationships, Sex and Health Education (RSHE) is statutory in all Primary Schools from September 2020. It aims to create a curriculum that: • Fosters pupils' respect for themselves and others • Promotes equality and values difference • Educates pupils about positive relationships • Helps pupils understand how their actions can impact on their health, wellbeing and safety 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. Programme of Study Core Themes – Core Theme 1. Health and Wellbeing 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. I can explain the feelings I might experience if I lose somebody special

		and special. I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.	manage my feelings when missing a special person or animal.	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.
Unit Title/s	**Summer 2: Changing Me**	**Summer 2: Changing Me**	**Summer 2: Changing Me**	**Summer 2: Changing Me**
NC Links ELGs (Early Years) Scheme Outcomes	Personal, Social and Emotional Development Understanding the World Communication and Language Jigsaw Outcomes - I can name parts of the body and show respect for myself. I can tell you some things I can do and some foods I can eat to be healthy. I understand that we all grow from babies to adult.	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing 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. 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. 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.	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Jigsaw Outcomes – **<u>Year 3</u>** I can use the correct terms to describe penis, testicles, vagina and explain why they are private. 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. I can start to recognise stereotypical ideas I might have about parenting and family roles. **<u>Year 4</u>** 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.	Programme of Study Core Themes – Core Theme 1. Health and Wellbeing Core Theme 2. Relationships Jigsaw Outcomes - **<u>Year 5</u>** 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. 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. **<u>Year 6</u>** I can express how I feel about the changes that will happen to me during puberty. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect

			I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	on becoming a teenager.
Skills to be developed	**Summer 1:** Core Theme 2. Relationships • Know some ways to manage their feelings and are beginning to use these to maintain control. • Understand someone else's point of view can be different to theirs Core Theme 3. Living in the Wider World • Show sensitivity to other's needs and feelings and form positive relationships with adults and other children • Talk about how they and others show feelings, talk about their own behaviours and it's consequences, and know that some behaviour is unacceptable • Understand what bullying is and that it is unacceptable behaviour	**Summer 1:** Core Theme 1. Health and Wellbeing • Understand when they should keep secrets and promises, and when they should tell somebody about them Core Theme 3. Living in the Wider World • Explain different ways that family and friends should care for one another • Recognise the effect of their behaviour on other people, and can cooperate with others	**Summer 1:** Core Theme 3. Living in the Wider World • Identify different types of relationships and can show ways to maintain good relationships • Show how they care for the environment (e.g. animals)	**Summer 1:** Core Theme 1. Health and Wellbeing • Identify some factors that affect emotional health and well-being • Make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being
	Summer 2: Core Theme 1. Health and Wellbeing • Manage own basic hygiene • Know the importance of good health and physical exercise, and a healthy diet, and talk about ways to keep healthy and safe Know about and can make healthy choices in relation to healthy eating and exercise.	**Summer 2:** Core Theme 1. Health and Wellbeing • Explain ways of keeping clean and they can name parts of the body • Explain that people grow from young to old	**Summer 2:** Core Theme 1. Health and Wellbeing • Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way	**Summer 2:** Core Theme 1. Health and Wellbeing • Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way Core Theme 2. Relationships Identify positive ways to face new challenges (e.g. transition to secondary school)
Activities	**Summer 1:** Relationships Family Life Friendships Breaking friendships	**Summer 1:** Relationships Different types of families Physical contact boundaries Friendship and conflict	**Summer 1:** Relationships Jealousy Love and Loss Memories of loved ones	**Summer 1:** Relationships Mental Health Identifying mental health worries and sources of support

	Falling out Dealing with bullying Being a good friend • Who is in my family, what are their jobs within the family. • Build a friend game. • 'George and Martha – The Complete Stories of Two Best Friends', use story to discuss getting on and falling out. • 'Relationships' song. Sorting kind and unkind actions and comments. • Feeling angry – how to control those feelings. • Friendship Musical Pairs game – tell a friend why you like them.	Secrets Trust and appreciation Expressing appreciation for special relationships • 'Who is in my family?' story. Different types of families. Happy Home Cake recipe writing. • How people touch to communicate. Appropriate and inappropriate – it's ok to say you don't like it. • Mending Friendships Chart – how to fix a broken friendship. • The difference between good and wrong secrets and what to do. • Circle of Trust game. • Giving compliments – giving positive and unkind comments.	Getting on and falling out Girlfriends and Boyfriends Showing appreciation to people and animals • Relationship Circle template – who I have relationships with. • 'Goodbye Mousie' story – dealing with the death of a pet. Ordering feelings of loss. • 'Badgers Partying Gifts' story – write a poem about memories. • Vegetarianism debate. • Making a memory box to remember a lost pet. • Class fabric wall hanging – people/animals they love.	Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use • Mental Health – scales representation – balanced or not. Situation cards – are they a challenge or support? • Thought, Feelings, Action cycle. Signpost to sources of support – Childline, Youngminds etc. Scenarios inc. self harm, bullying, weight issues, divorce. • Stages of Grief – 'Can you Hear the Sea' story. • Power and Control – Conscience Alley scenarios – bullying, gangs/knives, online safety. • Online Safety scenarios which involve someone using technology to gain control. SMART rules. • Create a Safer Technology presentation for parents/carers.
	Summer 2: Changing Me Bodies Respecting My Body Growing Up Growth and Change Fun and Fears Celebrations 1.Labelling life size body – what does each part do? Book – 'Look Inside My Body'. 2.Healthy bodies – what do we	**Summer 2:** Changing Me 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	**Summer 2:** Changing Me **<u>Year 3</u>** Between Male and Female Bodies (correct terminology) How Babies Grow Understanding a Baby's Needs Family Stereotypes Looking ahead and preparing for transition Sorting clothes and items and labelling body parts	**Summer 2:** Changing Me **<u>Year 5</u>** Self and Body Image Puberty for Girls Puberty for Boys Conception (including IVF) Growing Responsibility Coping with Change Preparing for Transition Images altered on the internet – how are they actually achieved?

	need to keep healthy and happy 3. Order stages of life pictures. Story- I Wonder Why Kangaroos Have Pouches?' 4&5 Read 'The Huge Bag of Worries'. How are we feeling about moving to Year One? 6. Sharing memories of our year in Reception.	Introduction to lifecycles – lifecycle ordering. Concertina booklets – discuss stages of child to adults. Baby photos – write down/draw ways they've changed since they were a baby. Venn diagram – sort body parts into male/female/both (correct terminology). Help me grow flowers – on petals draw or write something they've learnt to help them grow. Draw one change they've experienced. Use speech bubble post it to explain how they felt when this was happening.	How babies grow and the care they need. Draw 3 stages and write descriptive sentence. How does the life of a baby start. Discuss baby growing inside mother's womb/uterus. 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? Create ribbon mobiles about moving to Year 4. **<u>Year 4</u>** Outside Body Changes Inside Body Changes Unique Me Confidence in Change Accepting Change Environmental Change Preparing for Transition Discussion and labelling of outside body changes to boys and girls. Introduce the word puberty Inside body changes for boys and girls, complete the Great Growing Up Adventure activity Discussion on being unique – genes from mother and father. Complete the Parent and Child Puzzle Managing change – Circle of Change exercise.	Describing my interior picture – self image positively and negatively. Recap what we know about puberty. Girls puberty carousel activities - menstruation. The Male Reproductive System animation. Puberty – It happens to us all activity. Conception – how babies are made. Using the Male and Female animations with narrative Coping with change – advice for a teenager. Spinning top game – what am I looking forward to in Year 6 - Circle of Change template. **<u>Year 6</u>** Self and Body Image Conception to Birth Puberty and Feelings Physical Attraction Respect and Consent Boyfriends/Girlfriends Transition Comparing ourselves to the 'perfect' man and woman. How that can be harmful. Conception to birth activities. True and false game. Using the Male and Female animations with narrative Recap puberty flash cards inc. masturbation. Girls worries / boys worries – discuss in gender groups.

			Dealing with environmental changes and changes I have no control over. Changes that have happened in Year 4 – Circle of Change template.	You might want a boyfriend/girlfriend because….. Diamond 9 Game. Inappropriate texting scenario discussion. My real self and my ideal self – how different are they? How can we reduce negative body talk? Sharing memories of Year 6, concerns and excitement about Secondary School.
Context (why are we teaching this here & now)	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.	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.	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.	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. 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 Antibullying 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. • Antibullying 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 Antibullying 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
AUTUMN TERM				
Unit Title/s	**Autumn 1&2:** **Identity & Belonging** **Beliefs & Practices** **Sources of Wisdom** **Symbols & Actions**	**Autumn 1&2:** **Identity & Belonging**	**Autumn 1&2:** **Identity & Belonging**	**Autumn 1&2:** **Identity & Belonging**
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)	Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their life. Ultimate Questions: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders. Ultimate Questions: Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives. Ultimate Questions: Present a range of views and answers to challenging questions about belonging, meaning and truth
Skills to be developed	**Thinking about Religion & Belief** • They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect **Enquiring, Investigating & Interpreting** 1. They know about similarities and differences between themselves and others, and among families, communities and traditions **Beliefs & Teachings** • They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect **Practices & Lifestyles** • Enjoys joining in with family customs and routines **Expression & Language** • Shows sensitivity to others needs and feelings	**Thinking about Religion & Belief:** • Recall features of religious, spiritual and moral stories and other forms of religious expression • Recognise and name features of religions and beliefs • Retell religious, spiritual and moral stories • Identify how religion and belief is expressed in different ways • Identify similarities and differences in features of religions and beliefs **Identity and Experience:** • Respond sensitively to the experiences and feelings of others, including those with a faith **Enquiring, Investigating & Interpreting:** • Recognise symbols and other	**Thinking about Religion & Belief:** • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives • Identify similarities and differences between religions and beliefs • Comment on connections between questions, beliefs, values and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Describe similarities and differences within and between religions and beliefs **Identity & Experience:** • Compare aspects of their own experiences and those of others, identifying what influences their lives	**Thinking about Religion & Belief:** • Explain connections between questions, beliefs, values and practices in different belief systems • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities • Explain how and why differences in belief are expressed • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world **Identity & Experience:** • Make informed responses to questions of identity and experience in the light of their learning

	Identity & Experience • Can describe self in positive terms • Confident to speak to others about needs, wants and opinions **Values & Commitments** • They show sensitivity to others' needs, beliefs and feelings	forms of religious expression • Identify possible meanings for symbols and other forms of religious expression • Identify what they find interesting and puzzling in life **Expression & Language:** • Recognise some religious symbols and words • Suggest meanings in religious symbols, language and stories **Beliefs & Teachings:** • Recount outlines of some religious stories • Retell religious stories and identify some religious beliefs and teachings	• Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers **Enquiring, Investigating & Interpreting** • Investigate and connect features of religions and beliefs • Ask significant questions about religions and beliefs • Describe and suggest meanings for symbols and other forms of religious expression • Gather, select, and organise ideas about religion and belief • Suggest answers to some questions raised by the study of religions and beliefs • Suggest meanings for a range of forms of religious expression, using appropriate vocabulary **Beliefs & Teachings**: • Describe some religious beliefs and teachings of religions studied, and their importance • Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. **Practices & Lifestyles** • Describe how some features of religions studied are used or exemplified in festivals and practices • Show understanding of the ways of belonging to religions and what these involve **Expression & Language** • Make links between religious symbols, language and stories and the beliefs or ideas that	• Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths **Enquiring, Investigating & Interpreting** • Suggest lines of enquiry to address questions raised by the study of religions and beliefs • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within religious expression, using appropriate concepts • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs • Interpret religions and beliefs from different perspectives • Interpret the significance and impact of different forms of religious and spiritual expression **Beliefs & Teachings** • Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities • 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 **Practices & Lifestyles** • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities • Explain in detail the significance of

			underlie them • 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 **Meaning & Purpose** • Compare their own and other people's ideas about questions that are difficult to answer • Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied **Values & Commitments** • Make links between values and commitments, including religious ones, and their own attitudes or behaviour • Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Christian practices, and those of other faiths studied, to the lives of individuals and communities **Expression & Language** • Explain how some forms of religious expression are used differently by individuals and communities • Compare the different ways in which people of faith communities express their faith **Meaning & Purpose** • Make informed responses to questions of meaning and purpose in the light of their learning • Express their own views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
Activities	**Autumn 1&2** • Celebrating our Birthday – take photographs of each child for the class birthday display and children record their name for the display • 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 • Autumn walk (link to the Christian celebration Harvest) and make autumn pictures from leaves collected. • Buddhism - children learn about	**Autumn 1** • Design and make a badge about belonging to a group • Match religious symbols- collage photo • Christianity- symbols, what they wear to show they belong • Create questions (photo collage) to ask a Muslim • Interview Mrs Gulamhussein about how she shows that she belongs (photos) • Judaism- celebrating Shabbat. Match items and write about Shabbat • Christian baptism (freeze frames) • Harvest celebrations (class	**Autumn 1** • Mind map of different religions • Create coat of arms • (2 lessons) Religious leaders- Judaism and Sikhism. Mixed ability writing similarities and differences of each religion. Creating questions to take on trip next term • Sikhism - Khalsa, Storyboard of events • 5 pillars of Islam. Designing 5 Pillar box • Make box. Draw symbol of each pillar • Hinduism-Making Diwali card **Autumn 2**	**Autumn 1** • About religious leaders • Create a job advert for a religious leader • Create social media for a religious leader • Role play and diary entry of the day of a religious leader • Creating a club to belong to • Create a poster linked to the Holocaust (Judaism) • Plan and debate – children given a statement – vote for and against (2 lessons) **Autumn 2** • Sort ultimate/non-ultimate questions and ask questions

	the birthday of a religious leader called Buddha and how it is celebrated. Learn about birthday customs and traditions. Children make and decorate flowers • Judaism – festival of Purim - Listen to the story of Esther. Sort pictures about how people do the right or the wrong thing • Christianity - The Good Samaritan. Hot seating, listing qualities and discussing who is the nicest character in the story • Harvest festival and assembly – listen to the story 'The Little Red Hen' – children make bread and talk about donating, class discussion about giving • Hinduism – Finding out about how Diwali is celebrated. Make a clay diva • Hinduism – Celebrating Diwali. Making treats, Rangoli patterns, similarities to Guy Fawkes – focus on light. • Hinduism – Parent speaker to share experiences about how they celebrate Diwali. Children write a thank you letter and draw pictures about Diwali • Judaism – festival of Hanukkah - read story of Hannukah, explore artefacts e.g. oil lamps, menorah, questions to ask visitor • Judaism – festival of Hanukkah - Visit from Rabbi, story re-tell and asking questions • Christianity – festival of Christmas – Introduce Advent and what it is - Nativity- story retell using small world Nativity role play • Christianity – festival of	discussion) **Autumn 2** • Leaders in the community- draw and label Miss Workman • Religious leaders- questions to ask the Imam about what he does/about his faith • Imam visit (photo collage) - Using prior knowledge, write about what an Iman does/goes (mind map) • Rabbi visit(photo collage) • Prepare questions to ask a Vicar about what he does/about his faith (post it note collage) • Vicar to visit (photos) • Use pictures from a church to write about the role of the vicar (hot seating) • Christmas Story- Retell story, label characters/write sentences (taught in English) Cultural Capital: Imam, Rabbi and Vicar speakers	• What is an ultimate question? Sort and discuss ultimate questions. Read Creation story for Christians/Jews • Create thought bubbles for characters in Adam and Eve. Write advice about what they should have done differently • Read Wonderful Earth, discuss what spoils earth and create artwork inspired by creation (before/after) • Trip to Synagogue • Pictures and artefacts of Hindu gods. Trimurti- links to holy trinity links to last yr - Paint picture of Hindu Gods • Look at Hindu creation story. How does it link to the Christian/Jewish story? Create PPT • Islamic creation story. 99 names of Allah- what could they mean? Perform a short scene of daily life being generous, forgiving etc. Cultural Capital: Visit to Synagogue	based on the boy who cried wolf • Hinduism- Ask ultimate questions based on Rama and Sita story • Judaism- Revisit Holocaust. Ask and answer questions based on Holocaust • Answer philosophical ultimate questions based on good and evil. (Connects to Rama and Sita) • Present answers to ultimate questions relate to world religions Cultural capital: Exposure to others' needs and importance of necessities (comparison between Moses and Jesus on view of homelessness)

	Christmas - children recap and talk about what Advent is – talk about the gifts/items collected for the Advent Calendar collection – write a gift tag label - Visit from a Vicar • Christianity – festival of Christmas - Christmas celebration - why and how do Christians celebrate? What date is Christmas? - Link to other festivals learnt about light - Nativity practise/Nativity performance Cultural Capital: Visits from family members about different religions (Hinduism, Christianity) and other faith speakers (Rabbi, Vicar)			
Context (why are we teaching this here & now)	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 different religions that all share a common theme, light. (Diwali - Hinduism, Christmas - Christianity, Hannukah - Judaism).	It's the overarching theme of belonging. Created shields first so chn could gage concept of belonging in their personal world before broadening views on (theirs and others') belonging to religions. Initially looked at symbols in all religions and understanding that signs can represent a group- not always religious e.g. m for McDonalds. This then led to focussing on specific areas in each religion; Life as a Christian, Being a Muslim and Shabbat (element of Judaism) .There were also internal conversations about other religions within class setting. After focussing on these areas, this leads to the religious leaders within these religions. Firstly discussing what a leader is, using our Head Teacher as an example before extending their understanding to Religious Leaders and what they do. Organised visits from Imam, Reverend and Rabbi. Children had the opportunity to ask questions about 'belonging' and questions about the visitors' faith and	Understanding other peoples belonging and why they are different. Showing appreciation and consideration to others. Started with personal belief before learning about religious beliefs. Ultimate questions link to PSHE topic for the term. Focusing on creation stories, looking at the similarities and differences between them. Starting with Christianity and Judaism, looking at the Adam and Eve story before learning about Hindu's beliefs (reincarnation) and the Muslim creation story. Further children's understanding of an ultimate question, beginning to explore questions that we cannot answer, are hard to prove and are based on people's opinions.	Fundamental start to understanding their own personal beliefs. Re-visiting religions and focusing on Religious Leaders in Islam, Judaism, Christianity and Buddhism. How do they belong/lead others? This leads into the next topic of Ultimate Questions, deepening their understanding of questions that are answered by facts or opinions and practising justifying their opinions using religious or secular ideas. In previous years, we have found children's responses to open questions and discussions limited, not deep enough and not considerate of other people's perspectives. In order to improve this, we do the Ultimate Questions unit in Autumn Term to deepen children's understanding of the world they live in so they can use these skills in upcoming units. The next topics are: human responsibility and values and justice and fairness. In these units, children need to express their own and other's ideas about belonging, meaning, purpose and truth. A focus on Ultimate Questions allows us to develop skills of

		about their views on different issues relating to their faith.		enquiring, investigating and interpreting.
SPRING TERM				
Unit Title/s	**Spring 1&2:** **Identity & Belonging** **Sources of Wisdom** **Symbols and Actions** **Ultimate Questions**	**Spring 1&2:** **Human Responsibility & Values**	**Spring 1&2:** **Human Responsibility & Values**	**Spring 1&2:** **Human Responsibility & Values**
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	Respond to stories and real-life examples of how and why people show care and concern for humanity and the world	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief
Skills to be developed	**Beliefs & Teachings** • They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect **Enquiring, Investigating & Interpreting** • They know about similarities and differences between themselves and others, and among families, communities and traditions **Practices & Lifestyles** • Enjoys joining in with family customs and routines **Expression & Language** • Shows sensitivity to others needs and feelings **Identity & Experience** • Can describe self in positive terms • Confident to speak to others about needs, wants and opinions **Meaning & Purpose** • Children ask for clarification if necessary	**Thinking About Religion & Belief** • Recall features of religious, spiritual and moral stories and other forms of religious expression • Retell religious, spiritual and moral stories **Enquiring, Investigating & Interpreting** • Recognise symbols and other forms of religious expression **Beliefs & Teachings** • Recount outlines of some religious stories • Retell religious stories and identify some religious beliefs and teachings **Practices & Lifestyles** • Recognise features of religious life and practice **Expression & Language** • Suggest meanings in religious symbols, language and stories **Identity & Experience** • Respond sensitively to the experiences and feelings of	**Thinking About Religion & Belief** • Make links between beliefs, stories and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Comment on connections between questions, beliefs, values and practices • Describe similarities and differences within and between religions and beliefs **Enquiring, Investigating & Interpreting** • Gather, select, and organise ideas about religion and belief • Suggest answers to some questions raised by the study of religions and beliefs **Identity & Experience** • Compare aspects of their own experiences and those of others, identifying what influences their lives **Meaning & Purpose** • Compare their own and other	**Thinking About Religion & Belief** • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures **Enquiring, Investigating & Interpreting** • Suggest lines of enquiry to address questions raised by the study of religions and beliefs • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within religious expression, using appropriate concepts • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs • Interpret religions and beliefs from different perspectives

	Values & Commitments • They show sensitivity to others' needs, beliefs and feelings	others, including those with a faith • Identify aspects of own experience and feelings, in religious material studied **Values & Commitments** • Identify what is of value and concern to themselves, in religious material studied	people's ideas about questions that are difficult to answer • ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied **Values & Commitments** • Make links between values and commitments, including religious ones, and their own attitudes or behaviour • Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	• Interpret the significance and impact of different forms of religious and spiritual expression **Beliefs & Teachings** • Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities • 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 **Practices & Lifestyles** • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities **Expression & Language** • Explain how some forms of religious expression are used differently by individuals and communities • Compare the different ways in which people of faith communities express their faith **Values & Commitments** • 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
Activities	**Spring 1&2** • Wonder of the natural world – New Year – changes able to see in our natural environment - Winter Walk – children create a winter picture • Identity and Belonging – how are weddings celebrated by people – look at wedding	**Spring 1** • Each one of us is unique - Draw self-portrait and write sentences • Good to be different and special - Mixed pairs- on whiteboards write differences between each other • We are all friends – children write a list about what a friend	**Spring 1** • Compile charter of moral values • Write a recipe for being a good neighbour • Hot seating characters from story (Zacchaeus and Good Samaritan) • Acrostic poem about forgiveness	**Spring 1&2** • Human responsibility and values – link to British Values – children research their community and country to create a poster of British Values • Hinduism and Sikhism – compare beliefs and practices – record similarities and differences

	albums - children design a wedding outfit • Identity and Belonging – how is a Christian wedding celebrated – children write a wedding invitation • 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 • 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 • Wonder of the natural world – children sort objects into groups 'living', 'dead' and 'neither' – talk about life cycles – link to growing daffodil bulbs • Shrove Tuesday (25th Feb), - discuss who celebrates Shrove Tuesday – children make pancakes • 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 • 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	does/does not do • Write about someone who looks after them • The story of the Good Samaritan. Act out the story, freeze frame **Spring 2** • Islam – story about how to look after others - Sacrifice, 'Be my Guest' and prophet Muhammad. Plate to create favourite meal • Sikhism – how Sikhs show how they look after others - langar meal- create own • Hinduism - Freeze frame about the festival of Raksha Bandhan • Islam - What is Zakat? What good deeds do they do? Write a sentence • Charity- focus upon RNLI (collate list of charities) • What would we do to make school/home nicer (list ideas) Cultural Capital: Visit from a charity	• Draw the cycle of life showing good and bad karma • Draw a tree with the reasons why Hindus respect the environment **Spring 2** • Create poster of stewardship • Humanism - Group and class discussion deciding one rule we should live by • Pre-write some questions they would like to ask a Humanist visitor about their beliefs • Answering/writing explanations about Humanism • Class summary of terms learning about Hinduism, the teaching of Jesus and Humanists • Class trip- no lesson Cultural Capital: Visit from a faith speaker (Hindu/Humanist)	• See above • Islam and Christianity – compare and contrast beliefs and practices - write about values and beliefs of chosen religion • See above • Judaism and Buddhism – compare and contrast beliefs and practices – record a diary entry from a religious viewpoint • See above • Reflect on how religions are tolerant of each other -Humanism –Discuss the 'Golden Rule' – compare the 'Golden Rule' to 5 pillars and precepts. Children create a rule to live by and present rule chosen as a poster/poem /list of instructions • See above • Discuss a child's rights and responsibilities – link to how religions are tolerant of each other. Introduce articles from UNICEF's Rights and Responsibilities – children refer to different religions when discussing articles and choose a selection of good rights for children. Children write about why a right is a good right for children including a religious viewpoint • See above • Recap on UNICEF's Rights and Responsibilities – children discuss and order a selection of rights and responsibilities chosen previously according to importance – children justify the ordering of rights and responsibilities to their own religious belief/the beliefs of a different religion Cultural Capital: Class visitor about one

	questions • 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 similarities in each world religion creation story – draw pictures on a mind map • Spring Walk – talk about new beginnings – find signs of new beginnings e.g. daffodils, buds, blossom – talk about life cycles. • Easter Story and discuss the symbols of Easter Cultural Capital: Visits from members of staff/family members about different religions (Hinduism, Islam, Christianity – how weddings are celebrated) and other faith speakers (Vicar - Easter)			of the religions discussed
Context (why are we teaching this here & now)	New year and new starts. Finding out about how weddings are celebrated in different cultures and in religious tradition. 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.	Thinking of themselves in their world, comparing themselves to others and looking at physical differences. This then develops to looking at others and how they might view different people and why they treat them differently. Looking in depth at good deeds and how they can help others'.	Discussing what a moral is, how do these make us better people? Looking at other religions that believe in karma and good deeds- how does this impact them on their choices?	Comparing different religions and deciding/choosing their own morals to live by- why do they prioritise different ones? Are they all the same? Linking to own thoughts and feelings based on what they know.

SUMMER TERM				
Unit Title/s	**Summer 1&2:** **Prayer, worship and reflection** **Justice & Fairness** **Human Responsibilities & Values** **Sources of Wisdom**	**Summer 1&2:** **Justice & Fairness**	**Summer 1&2:** **Justice & Fairness**	**Summer 1&2:** **Justice & Fairness**
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	Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others	Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of difference moral choices
Skills to be developed	**Beliefs & Teachings** • They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect **Enquiring, Investigating & Interpreting** • They know about similarities and differences between themselves and others, and among families, communities and traditions **Practices & Lifestyles** • Enjoys joining in with family customs and routines **Expression & Language** • Shows sensitivity to others needs and feelings **Identity & Experience** • Can describe self in positive terms • Confident to speak to others about needs, wants and opinions **Meaning & Purpose**	**Enquiring, Investigating & Interpreting** • Ask questions about their own and others' feelings and experiences • Recognise that some questions about life are difficult to answer • Identify what they find interesting and puzzling in life **Beliefs & Teachings** • Recount outlines of some religious stories • Retell religious stories and identify some religious beliefs and teachings **Practices & Lifestyles** • Identify some religious practices and know that some are characteristic of more than one religion **Identity & Experience** • Respond sensitively to the experiences and feelings of others, including those with a faith	**Enquiring, Investigating & Interpreting** • Investigate and connect features of religions and beliefs • Ask significant questions about religions and beliefs • Describe and suggest meanings for symbols and other forms of religious expression **Beliefs & Teachings** • Describe some religious beliefs and teachings of religions studied, and their importance • Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions **Practices & Lifestyles** • Describe how some features of religions studied are used or exemplified in festivals and practices • Show understanding of the	**Thinking About Religion & Belief** • Explain connections between questions, beliefs, values and practices in different belief systems • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures **Enquiring, Investigating & Interpreting** • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs • Interpret religions and beliefs from different perspectives

	• Children ask for clarification if necessary **Values & Commitments** • They show sensitivity to others' needs, beliefs and feelings	• Identify aspects of own experience and feelings, in religious material studied **Values & Commitments** • Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong **Meaning & Purpose** • Identify things they find interesting or puzzling, in religious materials studied • Realise that some questions that cause people to wonder are difficult to answer	ways of belonging to religions and what these involve **Expression & Language** • Make links between religious symbols, language and stories and the beliefs or ideas that underlie them • 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 **Identity & Experience** • Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	• Interpret the significance and impact of different forms of religious and spiritual expression **Beliefs & Teachings** • Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities • 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 **Practices & Lifestyles** • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities • Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities **Expression & Language** • Explain how some forms of religious expression are used differently by individuals and communities • Compare the different ways in which people of faith communities express their faith **Identity & Experience** • Make informed responses to questions of identity and experience in the light of their learning • Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
Activities	**Summer 1&2:** • Places in the home and community that are special and	**Summer 1:** • Bear Grylls- Bravery What has he done?	**Summer 1:** • Complete tasks exploring 'fairness'	**Summer 1&2** • What is freedom? – discuss what freedom means for all different

	important to the children – children can talk about why these places are important to them • Places of worship that are special and important to different religious groups – children look at and name objects found in places of worship • Prayer and reflection for people - focus on how Christians pray and their place of worship • Prayer and reflection for people - focus on how other religions pray and their places of worship • Imam to visit to share his experience and knowledge about prayers and his place of worship – a mosque – children to ask questions • Learn about the festival Eid-ul-Fitr and how it is celebrated – Islam • Talk about people who are important to us – who cares for us and who do we care about – children make a class book • 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 • 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. • Recap and discuss different faith creation stories – children talk about what they can do to	• Mother Theresa. Questions to ask her, record on flipchart • Inspire - Malal Yousafzi (sentences) • Faith stories- act out prodigal son • Faith stories – how can they help us to make choices - Order the story of the Prodigal son **Summer 2:** • Forgiveness- unforgiving servant – Christian story - (paired discussion) • Islamic children's story to show right and wrong – children present ideas to class • Islam - 'Crying camel and the ants' - Where could we keep God's creatures safe? • 'Lion and the ant' (class discussion) – treat every animal the same • Fairness- discuss and write down a class meaning of fairness and equality • Fair trade. Why is it important? (sentences) • RE pupil voice/evaluation. Write a reflection, speech bubble Cultural Capital: Fair trade speaker	• Read 'Jesus and the rich man' and discuss what charity is • Design advert for Islamic Relief • Sikhism - read the story 'Milk and the Jasmine Flower'. Is everyone treated fairly? Children create a bowl to show how to make a better world • Children write about what their bowl represents **Summer 2:** • Christianity – parable of 'The Sheep and the Goat' – how to show compassion • Christianity – 'The Widows Mite' story – give what you can to help others • See above – children make a zigzag book/an offerings box • Explain the Hindu value of ahimsa – Gandhi believed never should use violence • Hinduism – who Krishna was and why he came to earth. Importance of cows in the Hindu religion • Trip to Hare Krishna Temple • Justice and fairness in Sikhism – 'The Emperor and the Langar' story. Guru Nanak wanted everybody treated equally and fairly • Talk and write about the importance of the Langar in a Sikh's life Cultural Capital: Trip to the Hare Krishna Temple (Hinduism)	world religions • Discuss what is justice? – compare stories of different faiths about justice – children present their ideas • See above • Examine the concept of justice using religious stories – children respond to questions about justice, for example, Can you be fair and not reasonable? • Discuss human rights related to justice • Examine the Influence of religious beliefs on the non-violent protest movement – children write an explanation about how a key figure is engaged in the non-violent protest movement • Debate – Which is more important: Justice or Freedom? Children discuss in small groups and record arguments for and against • See above • Humanism – identify key ideas of Humanist thinking – children present key ideas of a Humanist thinker to the rest of the class • Explain Humanist beliefs – children work in small groups to discuss a belief and summarise it • Humanist beliefs – how can children explain a belief in their own words. Children design a poster. • Children respond to how a Humanist might apply their beliefs relating to matters of justice and freedom Cultural Capital: Using chn within class setting to help discuss other religious and opinions

	show care and concern for the planet. Focus on recycling/litter in local area (school) - do a litter pick. • 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 • How can fairness be different? Compare pictures of fairness • Discuss what is justice? Link to class rules and ask children to talk about what happens if they break them. • 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) • Children learn about how a religious leader showed care and concern for others – children listen to a story about how the prophet Muhammad showed care and kindness to animals • Children listen to a Sikh story about what is right, wrong or fair and discuss these themes in the story – children reflect on how they can be fair with others Cultural Capital: Visit from a faith speaker (Imam) Learning about the local environment and ways to help – children go on walks around the school environment. Arrange a visitor to talk about the local area and what we can do to help look after where we live.			
Context (why are we teaching this	Understanding about special places	Looking in depth at some famous	Learning about different religions,	Using skills taught throughout the year

here & now)	and how to care for the people who are important to them. Gaining knowledge about places of worship for religious groups and about how some people pray and reflect. Understanding the difference between right and wrong, what is fair and just. Understanding how to take responsibilities for actions and how to treat others. 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. 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.	leaders from around the world and understanding their actions and how these have impacted on others. Foundation of understanding forgiveness and fairness through religious texts.	their values and their leaders. Focusing on how to treat people and animals fairly and kindly.	to apply when having discussions and debates about what justice and fairness is and what it means for religious and non-religious people.Debating an ultimate question, arguing and understanding both sides. Further deepening understanding of the five main religions- relating to chn within year/class group setting.
Other opportunities for cultural capital	• Islamic visitor • Religious assemblies • Range of cultural books and stories used for class story at the end of the day	• Eastbury Church termly assembly • Islamic visitor • Religious assemblies • Range of cultural books and stories used for class story at the end of the day	• Eastbury Church termly assembly • Northwood Synagogue visit • Religious assemblies • Range of cultural books and stories used for class story at the end of the day	• Eastbury Church termly assembly • Humanist visitor • Religious assemblies • Range of cultural books and stories used for class story at the end of the day

SCIENCE	Reception	Year 1/2	Year 3/4	Year 5/6
AUTUMN TERM				
Unit Title/s	**Autumn 1:** **Look at Me** **Using my senses** **I am growing** **My local area**	**Autumn 1&2:** **Uses of Everyday Materials (Materials for Different Uses)**	**Autumn 1:** **Animals Including Humans (Food, Diet, Skeletons & Muscles)**	**Autumn 1:** **Properties & Changes of Materials (Dissolving, Reactions & Separation)**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**'The Growing Story'** **UW ELG 14** 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.	Compare suitability of everyday materials for particular uses (wood, metal, plastic, glass, brick, rock, paper, cardboard), how shapes of solid objects of some materials can be changed by squashing, bending, twisting and stretching	Types and amount of nutrition, nutrition from food, skeletons and muscles for support, protection and movement	Group materials based on property (hardness, solubility, transparency, electrical & thermal conductivity & magnetism), some materials dissolve in liquid to form a solution, how to recover a substance from a solution, separating mixtures through filtering, sieving & evaporating, particular uses of everyday materials (metals, wood & plastic), dissolving, mixing & changes of state are reversible, some changes result in the formation of new materials and this is not usually reversible (burning, action of acid on bicarbonate of soda)
	Autumn 2: **Twinkly Lights and Gloomy Nights** **Nocturnal animals**		**Autumn 2:** **Animals Including Humans (Digestion, Teeth & Food Chains)**	**Autumn 2:** **Earth & Space (Solar System, Movement of the Moon, Day & Night)**
	'The Owl who was afraid of the Dark' **'Owl Colour Story'** **'Night Monkey, Day Monkey'** **UW ELG 14** 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.		Digestive system, types and functions of teeth, food chains, types of producers, predators and prey	Movement of Earth & other planets relative to the sun in the solar system, movement of the moon relative to the Earth, describe the sun, earth and moon as approximately spherical bodies, use Earth's rotation to explain day & night and the apparent movement of the sun across the sky
Skills to be developed	**Understanding the World**	**Autumn 1&2: Uses of**	**Autumn 1: Animals**	**Autumn 1: Properties of**

	• Know about the similarities and differences in relation to places, objects, materials and living things • Comments and questions about the world and place where they live. Shows care and concern for the environment. **Working scientifically:** • Show curiosity about objects, events and people Playing & Exploring Questions why things happen Speaking: 30-50 months • 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 • Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing & exploring • 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	**Everyday Materials (Materials for Different Uses)** **Working Scientifically:** • Ask simple questions and recognising that they can be answered in different ways • Observe closely, using simple equipment • Performing simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions **Key Skills (Pupil Friendly):** • I perform simple tests • I can compare things • I sort and group them • I observe closely • I use simple equipment to make measurements • I gather and record simple data in different ways • I talk about what I have found out • I use simple scientific language • I ask simple questions • I recognise that questions can be answered in different ways	**Including Humans (Food, Diet, Skeletons & Muscles)** **Working Scientifically:** • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer question or to support their findings **Key Skills (Pupil Friendly):** • I ask my own questions and use	**Change Working Scientifically:** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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

			different ways to answer them • I set up my own simple tests • I make careful observations • I use different equipment to measure accurately in standard units • I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables • I explain what I have found out using speaking and writing • I draw simple conclusions and make predictions for new values • I use relevant scientific language • I suggest improvements and raise further questions	• I report and present findings using speaking and writing including displays and presentations • I use relevant scientific language and illustrations • I use results to make predictions and set up more tests (including fair tests)
			Autumn 2: Animals Including Humans (Digestion, Teeth & Food Chains) **Working Scientifically:** • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings,	**Autumn 2: Earth & Space (Solar System, Movement of the Moon, Day & Night)** **Working Scientifically:** **Working Scientifically:** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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,

			labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings **Key Skills (Pupil Friendly):** • I ask my own questions and use different ways to answer them • I set up my own simple tests • I make careful observations • I use different equipment to measure accurately in standard units • I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables • I explain what I have found out using speaking and writing • I draw simple conclusions and make predictions for new values • I use relevant scientific language • I suggest improvements and raise further questions	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 • I report and present findings using speaking and writing including displays and presentations • I use relevant scientific language and illustrations • I use results to make predictions and set up more tests (including fair tests)
Activities	**Autumn 1: Looking at me** 1. Exploring parts of the face- self portraits 2. Naming parts of the body	**Autumn 1&2: Everyday Materials** 1. Sort everyday materials (plastic, metal, fabric, paper and glass)	**Autumn 1: Animals Including Humans (Food, Diet, Skeletons & Muscles)** 1. PMI- 4 questions to ask if the	**Autumn 1: Properties & Changes of Materials (Dissolving, Reactions &**

	3. Exploring my senses- practical activity 4. Read "Once There Were Giants"- linked to History and talk about changes that happen over time from a baby until now 5. My family focus- talk about some of the similarities and differences in relation to friends or family- draw your family and label them 6. Focus on Autumn (weather) **Autumn 2: Twinkly Night and Gloomy Nights** 1. Sources of light- focus linked to Fireworks and Diwali 2. Life cycle of an owl- ordering pictures 3. Night and day animals- looking at similarities and differences- linked to Night Monkey Day Monkey 4. Nocturnal animals- grouping animals and describing them 5. Hibernation of animals- hedgehogs/ bears- Make a poster 6. Focus on Autumn (weather) cc potential: Reptile visit?	whole class 2. Describe properties of materials (smooth, rough, shiny) write sentences and label diagrams 3. Compare properties (scissors and windows) 4. Materials and purpose- why are materials chosen for certain objects? 5. Purpose of materials for windows and scissors- reason to use/not use them 6. Investigate suitability of materials (test stretch, twist, bend) 7. Whole class question generating for curtain investigation 8. Investigation: Most suitable material for curtains prediction 9. Carry out investigation and record results 10. Tights investigation from Developing Young Scientists (2 lessons)	children were stranded on a desert island 2. Food pyramids/balanced plate 3. Cereal packaging- identifying sugar content and comparison against each other 4. Carnivore/herbivore/omnivore- classifying animal types 5. Food chains (plants and animals) 6. Skeleton function/label/key bones 7. Investigation- prediction e.g. who has the longest forearm? Boys or girls? 8. Sort animals into headings of invertebrates with exoskeleton/ vertebrates with endoskeletons/invertebrates without skeleton 9. Muscles and skeletons- labelling different parts of the arm. Make a moving arm with card and pins. cc: Trip to London Zoo cc potential: Vet visit? **Autumn 2: Animals Including Humans (Digestion, Teeth & Food Chains)** **Working Scientifically:** 1. Investigation- who has the longest forearm? Boys or girls? 2. Create a split pin model of a human arm 3. Sort animals into vertebrates and invertebrates 4. Tooth chart- draw and label teeth 5. What happens to food when it is swallowed? Use sources to answer questions 6. Label digestive system 7. Investigate- What is bad for our teeth?	**Separation)** 1. Types of change (reversible, non-reversible) test solids and liquids to identify change 2. Test solids/liquids to inflate a plastic glove 3. Rust investigation- how long will a nail take to rust? (revisit lessons 5 and 6) 4. Investigation: predict how long candles will stay alight in different contexts 5. Create rust investigation findings 6. Posters and presentations of rust investigation 7. Assessment linked to reversible and non-reversible **Autumn 2: Earth & Space (Solar System, Movement of the Moon, Day & Night)** 1. Label a diagram of the solar system and annotate 2. Planetary orbits- focus upon the Earth 3. Day/night- Research the position of the sun at different times 4. World map- identify time and longitude linked to the sun's position 5. Seasons- poster to show position of Earth and sun in different seasons (seasons/tilt/orbit/solstice/equinox) 6. Investigate daylight hours in different locations 7. Sequence the phases of the moon

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.	There is a strong cross-curricular link to the geography topic 'Rainforests'. Much of the learning can be linked through cross-curricular activities.	As the children have covered variables and changes to solids, liquids in gases during cycle A, a focus upon materials (from KS1) where the children are working scientifically with increased independence. Their knowledge and application of skills and vocabulary can be developed from previous learning through this topic.
SPRING TERM				
Unit Title/s	**Spring 1:** **Fantastic Food** **Changes of State**	**Spring 1:** **Habitats (Living, Dead, Never Alive, Habitats)**	**Spring 1&2:** **Electricity (Circuits & Components)**	**Spring 1:** **Living Things & Their Habitats (Life Cycles, Reproduction of Plants & Animals)**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**'Hungry Caterpillar'** **UW ELG 14** 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.	Living, dead, alive, never been alive, living things live in habitats, different habitats provide basic needs of different plants and animals, animals, plants & habitats depend on each other, name plants and animals in their habitats, micro-habitats, animals obtain food from plants & other animals, simple food chains, name sources of food	Electrical appliances, construct simple circuits (cells, wires, bulbs, switches & buzzers), whether lamps will light up in a simple series circuit, how switches open and close circuits, common conductors & insulators, which metals conduct	Life cycles of a mammal, an amphibian, an insect & a bird, life processes of reproduction in plants & animals
	Spring 2: **Once upon a Time** **Materials and structures**	**Spring 2:** **Animals Including Humans (Growth, Survival & Health)**		**Spring 2:** **Living Things & Their Habitats (Classification: Plants, Animals & Microbes)**
	'Jack and the Beanstalk' **UW ELG 14** 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	Animal offspring, needs of animals for survival, importance of exercise, different types of food and hygiene		Classification of living things into broad groups according to common observable characteristics based on similarities & differences, including micro-organisms, plants & animals

	changes.			
Skills to be developed	• Looks closely at similarities, differences, patterns and change • Familiar with basic scientific concepts such as: floating, sinking and experimentation • They know the properties of materials and can suggest some of the purposes that they are used for. **Working Scientifically:** • Develop ideas of grouping, sequences, cause and effect Creating &Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World • 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 • Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing & Exploring • Make links and notice patterns in their experience Creating & Thinking Critically • Choose the resources they need for their chosen activities ELG: Self Confidence & Self Awareness Handle equipment and tools effectively ELG: Moving & Handling • Create simple representations of events, people and objects Being Imaginative: 40-60+ months	**Spring 1: Habitats (Living, Dead, Never Alive, Habitats)** **Working Scientifically:** • Ask simple questions and recognising that they can be answered in different ways • Observe closely, using simple equipment • Performing simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions. **Key Skills (Pupil Friendly):** • I perform simple tests • I can compare things. I sort and group them • I observe closely • I use simple equipment to make measurements • I gather and record simple data in different ways • I talk about what I have found out • I use simple scientific language • I ask simple questions • I recognise that questions can be answered in different ways	**Spring 1&2: Electricity (Circuits & Components)** **Working Scientifically:** • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings **Key Skills (Pupil Friendly):**	**Spring 1: Living Things & Their Habitats (Life Cycles)** **Working Scientifically:** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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

	• 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		• I ask my own questions and use different ways to answer them • I set up my own simple tests • I make careful observations • I use different equipment to measure accurately in standard units • I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables • I explain what I have found out using speaking and writing • I draw simple conclusions and make predictions for new values • I use relevant scientific language • Suggest improvements and raise further questions	results. I can use scientific diagrams, labels, classification, keys, tables and a variety of graphs • I report and present findings using speaking and writing including displays and presentations • I use relevant scientific language and illustrations • I use results to make predictions and set up more tests (including fair tests)
		Spring 2: Animals Including Humans (Growth, Survival & Health) **Working Scientifically:** • Ask simple questions and recognising that they can be answered in different ways • Observe closely, using simple equipment • Performing simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions **Key Skills (Pupil Friendly):** • I perform simple tests • I can compare things. I sort and group them • I observe closely • I use simple equipment to make measurements • I gather and record simple data		**Spring 2: Living Things & Their Habitats (Classification: Plants, Animals & Microbes)** **Working Scientifically:** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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,

		in different ways • I talk about what I have found out • I use simple scientific language • I ask simple questions • I recognise that questions can be answered in different ways		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 • I report and present findings using speaking and writing including displays and presentations • I use relevant scientific language and illustrations • I use results to make predictions and set up more tests (including fair tests)
Activities	**Spring 1:Fantastic food** 1. Gingerbread man- changes of state of ingredients when cooked- instructions 2. Life cycle of a caterpillar – sequence and label 3. Changes over time -Role play life cycle 4. Sorting food items into groups	**Spring 1: Habitats (Living, Dead, Never Alive, Habitats)** 1. How can we tell if something has been living, dead or never alive? Discussion. 2. Match animals to habitats 3. Food chain (LA- 3 animals, MA- 4 animals & HA 5 animals) 4. Food chains (producer and	**Spring 1&2: Electricity (Circuits & Components)** 1. Build a simple circuit (light up a bulb) 2. Identify objects that use mains/batteries 3. Conductors: Test objects that conduct electricity 4. Insulators: Drawing circuits	**Spring 1: Living Things & Their Habitats (Life Cycles, Reproduction of Plants & Animals)** 1. Life cycles of mammals using secondary sources 2. Life cycle experts toad—salamander—amphibian

	5. Creating a food diary link to Hungry Caterpillar –zig zag book 6. Compare and contrast different insects- Linked to crunching munching caterpillar **Spring 2: Once upon a time** 1. Jack and the beanstalk- What do plant need to grow poster? 2. Planting seeds and caring for them 3. Seed diary of growth 4. Order pictures of a chicken 5. Name the seasons and identify a key characteristic associated with each season 6. Sorting materials into categories e.g glass, rubber, wood etc. 7. Exploring seasons spring cc potential: Visit from a keen gardener. cc potential- Trip to Cassiobury park- explore growth in environment	predator) 5. Micro habitats- explore school grounds to identify them (2 lessons) **Spring 2: Animals Including Humans (Growth, Survival & Health)** cc: Observe caterpillars growth throughout the term recording in a diary 1. Animals and their offspring (life cycle of a frog) 2. Investigate how long different movements take dependent on age 3. Human survival: message in a bottle listing what they need/miss on a desert island 4. Healthy eating- create a healthy menu 5. Investigate how exercise keeps us healthy 6. Hygiene- poster as a group	inside appliances to show conductors and insulators 5. Creating a circuit using a switch 6. Investigate the brightness of bulbs cc potential: SSE visit to talk about electricity and how electricity is supplied to homes?	3. Life cycle poster insects 4. Dissect and draw parts of a flower to show pollination and fertilisation 5. **Two lessons** How to grow plants (potatoes- propagation-How to guide) **Spring 2: Living Things & Their Habitats (Classification: Plants, Animals & Microbes)** 1. Group different types of sweets- characteristics 2. Characteristics of vertebrates and invertebrates (include sub groups) 3. Micro-organisms (helpful v harmful investigation) 4. Investigate the effects of micro-organisms 5. Yeast investigation (respiration) 6. Poster or non-chronological report- classification- Carl Linnaeus- Aristotle cc potential: Trip to natural history museum? Chemist visit to talk about bacteria/micro-organisms?
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.	Habitats and how animals and humans eat/get their food is linked to the season of spring with some animals coming out of hibernation.	As aspects of biology have been covered, physics is another aspect. The chn will have opportunity to develop their investigation and working scientifically skills alongside developing an interest in physics linked to circuits.	Links to KS1 curriculum and LKS2 curriculum. Teaching life cycles during the spring is an ideal time of year as the chn can observe various animals being born (sheep) and the development of insects at a deeper level using complex scientific language.
SUMMER TERM				
Unit Title/s	**Summer 1: Superheroes and Me Healthy Life Growth**	**Summer 1&2: Plants (Seeds & Bulbs)**	**Summer 1: Sound (Vibrations & Features)**	**Summer 1: Electricity (Changing Circuits and Symbols)**
NC Links ELGs (Early Years) Scheme Outcomes	**'Superworm' UW ELG 14** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their	How seeds and bulbs grow into mature plants, how plants need water, light and suitable temperature to grow and stay healthy	How sounds are made, vibration, vibration from sounds travel through a medium to the ear, pitch of sounds, volume of sound, strength of vibrations, sounds get fainter a distance increases	Associate brightness of lamp or volume of buzzer with number and voltage of cells, give reasons for variation in how components function, use symbols to represent a circuit in a diagram

	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.			
	Summer 2: All creatures great and small **Farm** **Under the sea** **Jungle and Rainforest** **Lifecycles**		**Summer 2:** **Forces & Magnets (Movement & Magnets)**	**Summer 2:** **Light (How Light Travels)**
	'The mixed up Chameleon' **'Rumble in the Jungle'** **'Giraffes can't Dance'** **'Walking through the Jungle'** **'Old Macdonald'** **UW ELG 14** 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.		How things move on different surfaces, some forces need contact, magnets can act at a distance, magnets attract and repel some materials, group materials that are attracted to magnets, identify magnetic materials, magnets have two poles, predict whether magnets will attract or repel depending on which poles are facing	Light travels in straight lines, objects are seen as they give out or reflect light into the eye, light travels from light sources to our eyes or from light sources to objects and then to our eyes, shadows have the same shape as the objects that cast them as light travels in a straight line
Skills to be developed	• Can talk about some of the things they have observed such a plants, animals and objects. • Developing an understanding of growth, decay and changes over time. • They make observations of animals and plants and explain why some things occur and talk about changes. **Working Scientifically:** • Engage in open-ended activity Playing & Exploring • Take a risk, engage in new	**Summer 1&2: Plants (Seeds & Bulbs)** **Working Scientifically:** • Ask simple questions and recognising that they can be answered in different ways • Observe closely, using simple equipment • Performing simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help	**Summer 1: Sound (Vibrations & Features)** **Working Scientifically:** • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of	**Summer 1: Electricity (Changing Circuits and Symbols)** **Working Scientifically:** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

	experiences and learn by trial and error Playing & Exploring • Find ways to solve problems / find new ways to do things / test their ideas Creating & Thinking Critically • Develop ideas of grouping, sequences, cause and effect Creating &Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World • Closely observes what animals, people and vehicles do The World 8-20 months Use senses to explore the world around them Playing & Exploring • Make links and notice patterns in their experience Creating & Thinking Critically • 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 • 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	in answering questions **Key Skills (Pupil Friendly):** • I perform simple tests • I can compare things. I sort and group them • I observe closely • I use simple equipment to make measurements • I gather and record simple data in different ways • I talk about what I have found out • I use simple scientific language • I ask simple questions • I recognise that questions can be answered in different ways	equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings. **Key Skills (Pupil Friendly):** • I ask my own questions and use different ways to answer them • I set up my own simple tests • I make careful observations • I use different equipment to measure accurately in standard units • I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables • I explain what I have found out using speaking and writing • I draw simple conclusions and make predictions for new values • I use relevant scientific	• 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 • I report and present findings using speaking and writing including displays and presentations • I use relevant scientific language and illustrations • I use results to make predictions and

			language • I suggest improvements and raise further questions	
			Summer 2: Forces & Magnets (Movement & Magnets) **Working Scientifically:** • Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific	**Summer 2: Light (How Light Travels)** **Working Scientifically:** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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

			evidence to answer questions or to support their findings. **Key Skills (Pupil Friendly):** • I ask my own questions and use different ways to answer them • I set up my own simple tests • I make careful observations • I use different equipment to measure accurately in standard units • I gather, record, classify and present data in different ways including drawings, labelled diagrams, keys, bar charts and tables • I explain what I have found out using speaking and writing • I draw simple conclusions and make predictions for new values • I use relevant scientific language • I suggest improvements and raise further questions	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 • I report and present findings using speaking and writing including displays and presentations • I use relevant scientific language and illustrations I use results to make predictions and set up more tests (including fair tests)
Activities	**Summer 1: Superheroes and me** • Sorting food- writing sentences about vegetables • Super Daisy- naming different planets and describing them • Floating and sinking- experiment • Michael Recycle story- group rubbish into different categories • Michael Recycle story- create a poster about recycling • Exploring seasons Summer **Summer 2: All creatures great and small** • Describe some actions which	**Summer: Plants** • Label a flower (scaffold- free drawing) • Questions- what do we want to find out about plants? Mind map as a group • Investigation discussion- How do we grow healthy plants? • Investigation: predictions • Investigation: plants seeds and discuss variables • Observe seeds and record findings • Write investigation conclusion • Germination- research the four stages • Plant hunt around the school grounds • Plant seeds in allotment and observe how they grow (3	**Summer 1: Sound (Vibrations & Features)** • Explore vibration- lists sounds/label diagrams • Explore sounds around the school/sound waves (as a group/class) • Label the parts of the inner ear. Explore what happens to sound the further away it gets (investigation/diagrams/labelling) • Investigate sound proofing materials • Make own pan pipes • Continue pan pipes • Investigate pitch/decibel levels using pan pipes **Summer 2: Forces & Magnets (Movement &**	**Summer 1: Electricity (Changing Circuits and Symbols)** • Build simple circuits (2 -4 – many) and label to light a lamp • Circuits (resistance) adding cells and buzzers • Investigate renewable energy/electricity (role-play- questions and interview) • Investigate renewable energy/electricity (role-play- questions and interview) • Investigate renewable energy/electricity (role-play- questions and interview) **Summer 2: Light (How Light Travels)** • Shadow/light/mirror task • Make a periscope

	people in their own community do that help to maintain the area they live in- Write a list • Walking through the jungle- sort different animals into categories • The window story- focus on deforestation – Children to write sentences about the changes to the rainforest • Farm animals- products that come from animals • Research facts about farm animals • Under the sea- focus on pollution • Under the sea- fact file on sharks cc- Trip to the farm to with focus on how to care for animals	lessons)	**Magnets)** **Working Scientifically:** • Investigating magnets • Investigate objects that are magnetic • Magnetic force- link to DT board game • Compass-- how does it work? Make a water compass • Friction: prediction about different surfaces. Will a car move further or shorter distances dependent on surface? • Shoe grip investigation • Shoe grip investigation	• Create a pin hole camera and explanations • Fair test to investigate shadows (link to 3.4 topic) • Refraction observations • Dispersion- colour wheel • Assessment- seeing objects and how does light travel?
Context (why are we teaching this here & now)	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.	Spring term, is a time where many plants and bulbs are planted, ready to grow into full plants and flowers. The children will be able to witness plant and flower growth and development through our investigation and in the outdoor environment.	The learning builds upon learning about the body earlier in autumn term, by closely looking at how the ear processes sound. As a link into UPKS2 science curriculum where forces are explored in detail, this topic links to cycle A learning after the summer break.	Electricity follows on from previous learning in Year 3.4 expanding upon vocabulary and skill, particularly with regard to building complex circuits independently. Summer term is the ideal time to explore light and shadow as there is likely to be better weather (sunshine!) allowing for successful experiments and investigations.
Other opportunities for Cultural Capital	Farm visit Science Week- Set point challenge, whole school enquiry task, Pilot visit (March 2020) **Potential ideas:** Visit from vet	Weather- MET office visit (Jan 2020)- Geography cross-curricular link Science Week- Set point challenge, whole school enquiry task, Pilot visit (March 2020) Caterpillar observations (spring 2020) **Potential ideas:** Visit a recycling point to see how materials are changed or invite a recycling factory to school	London Zoo tip- September 2019 Science Week- Set point challenge, whole school enquiry task, Pilot visit (March 2020) **Potential ideas:** SSE visit to talk about electricity and how electricity is supplied to homes? Vet visit	Science Week- Set point challenge, whole school enquiry task, Pilot visit (March 2020) Knex Challenge (June 2020) **Potential ideas:** Trip to natural history museum? Chemist visit to talk about bacteria/micro-organisms? Visit a wind farm/renewable energy? Visit Infinity Water to see how water is cleaned free of bacteria/micro-organisms

SPANISH	Year 3/4	Year 5/6
AUTUMN TERM		
Unit Title/s	**Autumn 1:** **Greetings and social conventions**	**Autumn 1:** **Social conventions and role play**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**National curriculum:** • Listen attentively to spoken language and show understanding by joining in and responding • Engage in conversations; ask and answer questions; seek clarification and help • Develop accurate pronunciation so that others understand when they are reading aloud or using familiar words and phrases **Outcome**: Ask and answer questions with a partner and develop simple role plays. (greetings, name, age, where do you live) Learn numbers 0 to 12	**National curriculum:** • Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Present ideas and information orally to a range of audiences **Outcome:** To perform a role play to an audience Be able to speak in sentences using familiar vocabulary Be able to speak audibly and clearly with good pronunciation
Skills to be developed	• Understand a range of familiar spoken words and phrases • Say and/or repeat a few words and short simple phrases • Recognise and respond to specific phrases • Answer simple questions and give basic information • Pupils are beginning to use appropriate intonation when speaking (e.g. when asking questions) • Recognise and read out a few familiar words and phrases • Select appropriate words to complete short phrases and sentences • Understand and respect that they are people and places in the world around them that are different to where the live and play	• Perform to an audience • Re-use previously learned language in a new context • Construct short texts • Read/enjoy different authentic texts • Devise questions for authentic use • Initiate an sustain conversations • Understand the formation of a basic negative sentence
Activities	• Greetings (1-2) Listen and repeat new words and sing song with greetings Practise basic conversation greeting each other and asking how are they feeling and answering accordingly. Children greet a partner using a range of phrases. • Ask for and give name (3) practise conversation with a partner asking each other their name and answering accordingly. • Numbers 0-12 (4) Listen and repeat numbers and copy them or write them from memory. Bingo game • Ask and give age (5,6) Practise conversation with a partner and ask around the class their age to different people and fill in activity sheet. They sing happy birthday in Spanish • Saying where you live (7-8) Watch video and practise conversation with a partner asking each other where they live and answering accordingly. Talk about differences in housing between the UK and Spain	• Classroom routines (1-2) Revise previous learned vocabulary (greetings, saying the date, weather, pupil/teacher language) • Classroom language (3) Revise classroom items and how to ask to borrow them • Plan an prepare short role play (4-5) Work co-operatively in groups to plan and prepare a language activity • Perform to an audience (6-7) Present a short role play about a typical Spanish lesson using classroom vocabulary and asking and answering questions.
Context (why are we teaching this here & now)	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 re-visit and re-use previous learned language in a new context. They will use it to prepare and perform a role play. Writing to a pen pal gives them the opportunity to use the language in a real

	We revisit previous learnt language in a slightly more complex context and also introduce new topics in a deliberately slow steady pace so that the children gain confidence through success at each stage and are never overwhelmed. To start to develop an understanding of Spanish traditions in Spain	situation
Unit Title/s	**Autumn 2: Weather and seasons**	**Autumn 2: Parts of the body**
NC Links ELGs (Early Years) Scheme Outcomes	**National curriculum:** • Seek clarification and help • Speak in sentences using basic language structures • Explore the pattern of sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Appreciate songs in the language • Read carefully and show understanding or words, phrases and simple writing. **Outcomes:** Use classroom language Be familiar with Spanish alphabet and the sounds of letters To be able to talk about the weather using weather expressions and seasons. Identify Christmas traditions in Spain and sing Christmas carol with accurate pronunciation	**National curriculum:** • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Describe people orally and in writing • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • 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 **Outcomes:** To be able to write a letter in Spanish to a pen pal introducing yourself Learn parts of the face and body and be able to describe yourself and a third person Learn and sing a Christmas carol for the school concert with accurate pronunciation
Skills to be developed	• Listen to and understand short sentences on familiar topics • Beginning to understand and use some simple high-frequency target language phrases in the classroom • Try to express need for clarification or help using pupil target language (from a wider range of words or short phrases) • Make links between sounds and spellings • Use simple familiar structures and words (with or without support) to create their own short utterances. • Read and understand familiar phrases and begin to decode simple sentences and pick out key information in the targeted language. • Talk about celebrations in other cultures different to their own	• Re-use previously learned language in a new context • Talk about personal interests • Take part in a conversation • Understand that adjectives go after nouns in Spanish • Talk about celebrations in other cultures and know about aspects of daily life in other countries different to their own
Activities	• Classroom commands (1) Children listen and repeat classroom commands and then complete an activity that indicates who says what in a classroom (pupil or teacher). • Alphabet (2-3) Listen and repeat to the alphabet and the sound the vowels and letters (h, j, ñ, ll, z), They try to spell their name and surname. Play game the hangman to spell several words. • Weather (4-5) oral practise asking each other what is the weather like	• Write a letter to a pen pal (1-2) They write a letter using previously learned vocabulary and expressions to introduce themselves and ask questions • Parts of the face and description (3) Revise vocabulary for the face and introduce adjectives that they can use to describe themselves and others. They talk about how they look like and write some sentences • Parts of the body and description (4-5) Revise vocabulary for the body and introduce adjectives that they can use to describe themselves and others.

	today and answering with some weather expressions. Activity sheet: label in Spanish pictures of weather. Weather wheel showing the four seasons: they write the name of the season according to the picture. • Christmas (6-7) They learn Christmas song and make bookmark or Christmas card in Spanish	They draw a picture following a description. • Christmas carol (6) Practise singing Spanish Christmas carol for the Christmas concert • Christmas carol and traditions (7) They have a text in Spanish about Christmas and have to replace the pictures in the text for words in a box. They use the dictionary to help them.
Context (why are we teaching this here & now)	To learn language that will be using in class (classroom commands). To introduce new topics to extend the conversation they can have with each other. To introduce them to the letter sounds and show the difference between the English and the Spanish alphabet	To revise and reuse previous learned language and use it to make descriptions of themselves and others. To put into practise and consolidate their knowledge of the verb 'ser' in the 1st and 3rd person, the use masculine and feminine, the plural and the order of words in Spanish (noun and adjectives) To use the language in real situation like writing to a pen pal in Spain
SPRING TERM		
Unit Title/s	**Spring 1:** **Me and my family** **Colours** **Numbers to 20** **Days of the week**	**Spring 1:** **Work and leisure** **Sports activities and hobbies** **Occupations**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**National curriculum:** • Explore the patterns of sound of language through songs and rhymes and link the spelling, sound and meaning of words • Listen attentively to spoken language and show understanding by joining in and responding • Broaden their vocabulary and develop their ability to understand new words **Outcomes:** Understand and use colours and number to 20 Understand and use the days of the week Understand simple rules for converting singulars nouns into plural Understand and give the names of different members of the family	**National curriculum:** • Engage in conversation by expressing opinions and respond to those of others • Speak in sentences, using phrases and basic language structures • Appreciate stories and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Understand key features of the language and how to apply these to build sentences **Outcomes:** To be able to express likes and dislikes of hobbies orally and in sentences using connectives To name 5 occupations in Spanish To understand the main points of a story To be able to use a bilingual dictionary
Skills to be developed	• Respond to a clear model of language • Read some familiar words and phrases aloud and pronounce them accurately • Listen carefully and understand and respond to a wider range of songs in the target language on familiar themes • Use simple reading strategies to help decode meaning of words and use a simple glossary to find out meaning of unfamiliar words	• Substitute items of vocabulary to vary questions or statements • Express and justify a range of opinions, understand others' opinions and express dis/agreement • Decode longer texts by applying their knowledge of vocabulary and grammar • Use of a bilingual dictionary
Activities	• Colours (1-2): Listen and repeat or write from memory 6 colours (blanco, negro, rojo, amarillo, azul, verde) and introduce some more.	• To express likes and dislikes of sports activities and hobbies (1-2): Introduce vocabulary of hobbies and remind them of how to say I like / I

	They copy them in their books. Colouring activity. Introduce the question ¿cual es tu color favorito? and the answer: mi color favorito es…And they practise asking a partner. • Numbers to 20 (3): Watch video. They listen and repeat the numbers. They copy the numbers or try to write from memory. Teacher gives cards with numbers on them. The teacher says a number and the ones holding it stand up. Mexican wave. • Days of the week (4): Listen and repeat and then copy or write from memory the days of the week. Sing song of the days of the week • Members of the family (5-6): introduce the vocabulary for family members with powerpoint and the question ¿tienes hermanos? And how to answer: Si tengo un/una hermano/a or no tengo hermanos. They practise asking each other remembering to use masculine or feminine and singular or plural as appropriate in their answer. Introduce the 3rd person to say their name "se llama…" They practise telling each other the names of different family members. Written activity: picture and name family members and their names or text about Maya with questions	don't like. Show sentences in the board and circle phrases expressing like/dislikes and hobbies. There are 3 words remaining: pero, y, tambien. Children recall the meaning of these words. Children use a set of words to try to form sentences and if possible a paragraph. • Use a simple future sentence (3): They talk about different activities/hobbies that they do during the week and construct simple sentences for each day using "voy a" (I am goint to…). • Occupations (4-5-6): Reveal a list of profession and they discuss if they can guess the meaning of the words. Collect answers and reflect on how important is to make predictions and use their knowledge of their own language to assist. They work in pairs to decode a riddle and work out the job is describing. They use the dictionaries to assist them. Listening activity: They listen to a text and match family members with occupations.
Context (why are we teaching this here & now)	To extend their vocabulary on topics they will be using in the future in conversations and to write about themselves	For the children to be able to talk about their hobbies and be able to explain when during the week they do different activities. Introduce a new topic, professions, that we use together with previously learned vocabulary in a listening activity.
Unit Title/s	**Spring 2:** **All about me** **Facts and traditions from Spain** **Parts of the face and body**	**Spring 2:** **Stories and festivals in Spain**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**National curriculum:** • Listen attentively to spoken language and show understanding by joining in and responding • Describe people orally and in writing • Broaden their vocabulary and develop their ability to understand new words • Understand basic grammar **Outcomes:** To learn and identify different parts of the face and body To understand and use the articles el/la and los/las correctly, singular and plural and noun +adjective in Spanish Recognise word classes: noun, verb, adjective To learn some facts and traditions from Spain	**National curriculum:** • Develop accurate pronunciation and intonation so the others understand when they are reading aloud or using familiar words and phrases • Read carefully and show understanding of words, phrases and simple writing • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Appreciate stories, songs, poems and rhyme in the language **Outcomes:** To be able to name family members in Spanish To demonstrate understanding of a text by responding to true/false questions Be able to follow a story as it is read understanding main points Know about Spanish festivals
Skills to be developed	• Listen to specific words and phrases • Pronounce some words accurately • Understand that all nouns have a gender	• Listen to and understand a short passage of a few sentences on a familiar theme (sometimes containing new words) • Use intonation and pronunciation with increasing accuracy and can speak

	• Identify similarities and differences in their culture to that of another • Talk about celebrations in other cultures and know about aspects of daily life in other countries different to their own	with increasing confidence • Listen carefully to a wide range of oral 'story telling', demonstrating understanding and appreciation through their response and /or participation • Listen to and identify and understand key points of a short passage with a degree of independence. • Learn about festivals and celebrations in different cultures
Activities	• Parts of the face (1-2): They draw a face in their books and label the different parts after listening and repeating them. Play Simon says. They have a go at describing themselves using 'tengo…'for describing their hair and eye colour or a third person using 'tiene…' • Parts of the body (3-4): They draw a body in their books and label the different parts after listening and repeating them. Play Simon says. Using some adjective they try to describe themselves and write some sentences in their books. • Facts and traditions from Spain (5): Brainstorm about what they know about Spain collecting ideas on the board. They watch a PowerPoint presentation about information on Spain and at the end they fill in a true or false questionnaire. • Easter (6): They watch a powerpoint presentation how Easter is celebrated in Spain. Discussion about differences and similarities with how children celebrated in England.	• Understand the main point of a text (1-2): Children work with a short written passage containing familiar vocabulary and structures. They follow a written text on a hand out as the listen to it read aloud. They study the true/false type questions; they scan the text to find answers to the questions. They use their knowledge of word order to help them understand the text and they refer to dictionaries as appropriate. • Red Riding hood in Spanish (4-5): Children listen to an adapted version of Red Riding Hood. Explain to the children that they are about to hear a shortened version of a well-known fairy tale. During the first hearing they should just listen very carefully for any clues that suggest which story it is. Next play the recording or read the story aloud. At the end allow the children a minute to discuss in pairs which story it is and any words they heard which helped them to identify it. Take feedback from the class and highlight key words such as madre, abuela, orejas, dientes: They complete activity sheet. • Festivals in Spain (6-7): Children research different festival in Spain using ipads or laptops and present their findings to the class (La Tomatina, las fallas, las fiestas de San Fermin)
Context (why are we teaching this here & now)	To introduce new vocabulary that it will allow them to do simple descriptions of themselves and others. To give them the opportunity to experiments with the use of basic grammar in the targeted language (definitive articles, singular and plural and position of noun and adjective)	Because through listening to the stories they recap on previous learned vocabulary and they realise that they are able to understand the different texts even if they don't know every word.
SUMMER TERM		
Unit Title/s	**Summer 1:** **Months of the year** **Numbers to 30** **Pets and zoo animals**	**Summer 1:** **Pen pal** **Housing** **Pronouns and adverbs of place**
NC Links **ELGs (Early Years)** **Scheme Outcomes**	**National curriculum:** Broaden their vocabulary and develop their ability to understand new words Understand basic grammar Engage in conversation; ask and answer questions Explore the patterns of sound of language through songs and rhymes and link the spelling, sound and meaning of words Speak in sentences using familiar vocabulary, phrases and basic language structures **Outcomes:**	**National curriculum:** Broaden their vocabulary and develop their ability to understand new words Understand basic grammar Speak in sentences using familiar vocabulary, phrases and basic language structures Describe people, places, things and actions orally and in writing **Outcomes:** To be able to write letters in Spanish to a pen pal responding to their questions and talking about your interests.

	Understand and use numbers to 30 and the months of the year Be able to say the date in Spanish and when is your birthday Be able to recognise the names of some pets animal and zoo animals Be able to say a sentence in Spanish using "tengo" and "no tengo" to talk about pets To be able to distinguish between feminine and masculine nouns and articles, singular and plural and know the position of noun and adjective in Spanish	Learn new vocabulary about houses and objects inside and be able to do simple descriptions producing sentences independently Be able to use pronouns and adverbs of place to say where things are in the house To be aware of cultural differences in housing abroad and at home
Skills to be developed	• Write or copy simple words and/or symbols correctly • Write one or two short sentences with support • Answer simple questions and give basic information using words and short phrases • Recognise some letters of the alphabet	• Re-use previously learned language in a new context • Talk about personal interests • Write a short text on a familiar topic adapting language already learnt • Spell commonly used words correctly • Use of independent learning skills such as dictionary work • Understand how to form sentences in the language • Use a wide range of phrases or structures to name and describe independently •
Activities	• Numbers to 30 (1): Watch video of numbers to 30. They copy or write from memory the numbers. Using flashcards the children echo the numbers. Give children numbers and call out a numbers and children holding the numbers stand up. Recap on numbers from 0, play bingo. • Months of the year (2): Introduce the months of the year with song. They copy or write from memory the months in their books. Mexican wave. Sing the song together. • How to say when is my birthday (3): Watch video about a birthday party in Spain. They practise asking each other '¿cuándo es tu cumpleaños?' and answering saying the date. • Pet animals (4): they watch powerpoint ¿Tienes animales? With vocabulary for different animals that can be a pet. They practise conversation asking each other ¿Tienes una mascota? and answering accordingly using the singular or plural forms for the nouns. • Zoo animals (5-6): They copy the names of different zoo animals in their books after listening and repeating the names. They practise using the articles el/la and un/una to describe some pictures. Introduce some adjectives. Show description of the animals. They have a go at guessing two of the animals and describing the other two. •	• Write a letter to a pen pal (1-2) They write a letter using previously learned vocabulary and expressions to speak about themselves and ask questions to their pen pals. They use dictionaries and vocabulary banks to help them • Housing (3-4) Children have a conversation about typical homes in England and in Spain. Introduce vocabulary that children read to practice pronunciation. Ask if they can work out the meaning and discuss how they worked it out. They use dictionaries to find out the meaning of the rest. Show how the words are use in the structure 'Aquí está' and 'Aquí hay'. In the second session introduce some adjective and children construct a paragraph about their ideal home. • Adverbs of place (5-6) Introduce adverbs of place and children practice using them to say where different objects are in the house
Context (why are we teaching this here & now)	Teaching the numbers to 30 and the months of the year gives them the last elements to be able to say the date and say their birthday when asked. They learn another topic that they can use when talking about themselves and their interests (pets, animals) and start to do simple descriptions. In a new context they use again the singular and plural, feminine and masculine and position of noun and adjective in Spanish	Writing back to their pen pals gives them the opportunity to talk about their interests, hobbies and ask questions about them to the children in Spain. Talking about houses and the differences between England and Spain helps them understand and respect cultural diversity They also learn new vocabulary that they can use to talk and to make sentences to describe a house.

Unit Title/s	Summer 2: Items of food in Spanish Story in Spanish Games	Summer 2: Tell the time Conversations
NC Links ELGs (Early Years) Scheme Outcomes	**National curriculum:** Listen attentively to spoken language and show understanding by joining in and responding Read carefully and show understanding of words Express opinions and respond to those of others Appreciate stories in the language Understand basic grammar and how to apply this (singular and plural) **Outcomes:** Understand and use food vocabulary Be able to express opinion about different items of food Memorise and present one or two spoken sentences, possibly linking sentences with a connective Play games in groups using Spanish as the means of communication	**National curriculum:** • Speak with spontaneity, finding ways of communication what they want to say • Engage in conversation: ask and answer questions • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases **Outcomes:** To be able to tell the time in Spanish Be able to initiate and sustain an unrehearsed conversation of at least four exchanges
Skills to be developed	• Read out a few familiar words or phrases • Understand some familiar written phrases • Express simple likes and dislikes using short phrases and understand opinion of others • Scan a text to identify key words • Write one or two sentences with support • Begin to spell some commonly used words correctly • Know about aspects of daily life in other countries different to their own	• Re-use previously learned language in a new context • Talk about personal interests • Begin a to understand/use a wider range of high frequency target language phrases • Understand and respond to a wider question range, sometimes using longer sentences, to hold a conversation asking questions in turn • Use intonation and pronunciation with increase accuracy and can speak with increasing confidence
Activities	• Items of food (1): they watch powerpoint with vocabulary on several items of food • Likes and dislikes (2-3): They practise asking each other what food they like using ¿Te gusta…? And answering using me gusta/n and me encanta/n or no me gusta/ odio. They write sentences in their books saying what they like and don't. • Hungry caterpillar in Spanish (4): Children listen to and read the story of the hungry caterpillar in Spanish. The story is introduce with a powerpoint and they complete and activity sheet • Games (5-6): The children play different games to revise and practise vocabulary on different topics, on line and with board games as well as in the playground (juego del pañuelo)	• Tell the time (1-2) Revise numbers with children (Mexican wave, bingo) and watch video early start ¿qué hora es?. After explaining the different expression t tell the time children practise asking each other ¿Qué hora es? and completing activity sheet. • Conversations (3-4) We revise of vocabulary and structures to use in a conversation. The children then rotate to have conversations with other children in the class about different topics • Revision and games (5-6) We use board games and on line games to review some the vocabulary they have been learning and practise to put in practise what they have learned
Context (why are we teaching this here & now)	We look at a new topic and build the knowledge of their vocabulary of food items and how to express opinion which enables them to say and write simple sentences about what they like or not. We link it with the story of the hungry caterpillar when they have to listen, read and try to understand some of the words in the story.	To give the children the chance to put in practise what they have learned of Spanish and give them the chance to draw from that knowledge to sustain a conversation of several exchanges.

	We end up the term using games to recap in a fun way on some of the topics and vocabulary learned during the year.	To use Spanish as much as possible when playing the games.
Other opportunities for cultural capital	• Spanish Day – children learn Spanish dancing and enjoy Spanish activities and food.	• Pen Pals – Year 5.6 write to pupils at a school in Span throughout the year. • Spanish Day – children learn Spanish dancing and enjoy Spanish activities and food.