Hillhouse Primary School

Curriculum plan

REC	Autumn – Routines and Nursery Rhymes	Spring – Favourite Stories and Traditional Tales	Summer – Growing and Life Cycles
TEXT&RHYME	If you're happy and you know it Miss Polly has a dolly Head, Shoulders, Knees and Toes I love my family Incy Wincy Spider I'm a little tea pot Autumn Leaves are falling down Twinkle, twinkle little star Hickory, dickory dock Row, row, row your boat Humpty Dumpty Pat-a-cake	Goldilocks and The Three Bears The Three Billy Goats Gruff The Three Little Pigs Jack and The Beanstalk The Gingerbread Man The Magic Porridge Pot The Little Red Hen We're going bear Room on the broom Hansel and Gretel The Colour Monsters	The Very Hungry Caterpillar Jasper's Beanstalk Teeny Weeny Tadpole The Odd Egg The Tiny Seed What The Ladybird Heard
PSED	To understand why it is important to listen carefully Begin to maintain attention and respond appropriately To know that some rules are in place to keep us safe To know what we have rules to keep everything fair, safe and enjoyable for everyone Begin to show a sensitivity to their own needs and the needs of others To develop confidence to try new activities and show increasing independence To begin to work and play cooperatively with peers and adults Can form positive relationships with adults and peers To know all families are different To know what everyone is special To understand that all people are different and to respect each other's differences	To understand that all families are valuable and special To know that we share toys so that everyone feels involved and no one feels left out or upset To understand and accept that different people like different things To understand and respect that all people are valuable To work and play cooperatively and take turns with others To understand people can feel different emotions To understand adults can help them in feeling calmer when they are upset, worried or angry To understand it is okay to feel cross or upset but it is not okay to hurt others. To understand and recognise their own feelings	To know that having a naturally colourful diet is on way to try and eat healthily To know that exercise means moving out body and is important To know that yoga can help our bodies and minds relax To know that I am a valuable individual To know that I can learn from my mistakes To show reliance and perseverance in the face of a challenge Demonstrate readiness for Year 1 expectations
COM & L	Settle into routines and build confidence in listening and attention Use talk to communicate needs, thoughts and feelings Begin to follow simple instructions Listen attentively during stories and group times Respond to questions and follow two step instructions Use talk to describe experiences and events	Listen to and engage with longer stories and discussions Use sentences to explain and retell events Begin to ask relevant questions Use extended sentences and connect ideas Follow instructions involving several steps Develop vocabulary linked to learning themes	Listen and respond appropriately in different contexts Use talk to organise, sequence and clarify thinking Participate confidently in discussion and group activities Express ideas clearly using full sentences Adapt language to different situations and audiences Demonstrate readiness for Year 1 speaking and listening expectations

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PD FINE&GROSS	Develop hand strength through sensory and exploratory play Use whole-hand grasp and begin to refine tool control Explore mark-making using a range of materials Develop pincer grip through small world and manipulation activities Use tools with increasing control (scissors, tweezers, brushes) Begin to form recognisable marks, shapes Develop confidence in large movements through play Explore balance, climbing and travelling in different ways Begin to move with control and spatial awareness Develop coordination through running, jumping and balancing Use equipment safely and with increasing control Begin to follow simple movement instructions	Strengthen finger muscles for controlled movements Use scissors to make controlled snips and cuts Begin to show control in show control in drawing and early writing patterns Develop a consistent pencil grip and posture Form basic shapes and patterns with control Begin to write some recognisable letters Improve balance, strength and coordination Travel in different ways with control and agility Explore movement patterns and changes in speed Develop accuracy when throwing, catching and kicking Show awareness if others when moving Begin to link movements in a simple sequence	Use a range of tool with confidence and precision Form letters with greater accuracy, including correct orientation Show control when colouring, drawing and writing Demonstrate effective pencil control for writing Form most letters correctly and with increasing fluency Show readiness for Year 1 writing expectations Move confidently using a range of equipment Demonstrate improved stamina and coordination Participate in games involving rules and teamwork Show control and coordination in large scale movements Use pace and equipment effectively Demonstrate readiness for Year 1 physical expectations
PHONICS	Foundations for Phonics – First 2 weeks Phase 2 Autumn 1– begins after second full week at school Phase 2 Autumn 2	Phase 3 Spring 1 Phase 3 Spring 2	Phase 4 Summer 1 Phase 4 Summer 2
WRITING	To develop oral story telling To acquire and apply recently taught vocabulary To develop phonological and rhyme awareness To develop pre-writing skills To develop pencil grip To develop letter formation following Little Wandle To strengthen pencil grip To apply developing phonics knowledge through guided dictations for initial sounds, simple VC and CVC words	To strengthen oral story telling skills To confidently apply ambitious language to role play and story telling To strengthen letter formation following Little Wandle Guided dictation of short phrases e.g a fat cat Develop spacing between words To use a consistent tri pod grip and secure a good posture and seating position Phase 3 phonics and guide dictation of short simple sentences e.g. the cat sat on the mat To use capital letters and full stops	To consistently use ambitious, tier 3 language within storytelling and role play Accurate use of formation of lower case letters Guide dictation of while sentences, including capital letters, finger spaces and full stops. Secure a mature tripod grip Accurate formation of lowercase and uppercase letters Guided dictated whole sentences (hold a 5- or 6-word sentence in their head without continuous adult repetition Demonstrate readiness and stamina for Year 1 writing expectations
MATHS	Match, sort and compare objects and quantities Compare size, mass and capacity Recognise, copy and create simple patterns Explore counting, subitising and representing numbers to 5 Explore composition within 5 Explore one more/one less within 5	Secure counting, subitising and representing numbers to 5 Secure composition within 5 Secure comparison of mass and capacity Explore counting, subsisting and representing numbers, 6,7 and 8 Secure finding one more/one less Explore odd and even Explore doubles to 8	Develop fluency with numbers to 20 Explore addition and subtraction Explore counting on and back and number relationships Manipulate, compose and decompose shapes Measure capacity, time and money Explore doubling, sharing, and grouping

	Identify and describe 2D shapes (circles, triangles, 4 sided shapes) Use positional language Begin to explore time (day/night)	Measure and compare length, height and weight Explore, order and sequence time Develop counting, conceptual subitising and representing numbers 9 and 10 Explore composition of numbers to 10 Explore number bonds within 10 Secure odd and even Secure doubles to 10 Identify, name and compare 2D and 3D shapes Identify, continue and create more complexed patterns	Visualise, build and map – apply mathematical knowledge to problem-solving Deepen understanding – develop reasoning and problem-solving skills Demonstrate readiness for Year 1 maths
UNDERSTANDING WORLD	Begin to talk about self, family and immediate environment Explore familiar routines, places and people Show curiosity about the world around them Explore past and present through personal experiences Talk about special times and celebrations Begin to use simple geographical language	Explore contrasting environments and cultures Talk about similarities and differences between environments and cultures Learn about people and roles in the community Explore changes over time, including seasonal changes Begin to understand simple scientific concepts	Explore the natural world through observations and investigation Explain changes, patterns and process they have observed Make sense of the world through discussion and enquiry Understand past events beyond their own experiences Demonstrate a readiness for Year 1 expectations
ART&DESIGN	Explore a range of materials, tools and media Use imagination in role play and creative activities Respond to music through movement and sounds Experiment with colour, texture and form Join in with songs, rhymes and music Develop imaginative play based on experiences	Safely use and combine a variety of materials Create representations of ideas, thoughts and feelings Explore sound, rhythm and movement Develop skills in drawing, painting and modelling Perform songs, rhymes and simple dances Begin to evaluate and talk about their creations	Plan and create with a clear purpose Use skills and techniques with increasing control Explore role play, storytelling and performances Create and perform with confidence and independence Share and explain creative choices Demonstrate readiness for Year 1 creative expectations
Year 1	**Autumn - Pole to Pole**	**Spring -Kings and Queens**	**Summer Transport and Travel**
SCIE	**Seasonal changes** To name the four seasons and identify when in the year they occur. To describe the weather in each season over a year. To describe days as being longer (in time) in the summer and shorter in the winter.	**Exploring everyday materials** Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Distinguish between an object and the material it is made from	**Exploring everyday materials 2** Describe the simple physical properties of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties **Animals including humans**

N C E	To describe other features that change throughout the year. To describe weather associated with the seasons and compare seasons. To consider what effect rain has on us and our daily lives. To observe and record wind direction over time and notice patterns between rainfall and wind. To consider warm and cold weather and measure temperature. **Animals including humans** To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Compare and group together a variety of everyday materials on the basis of their simple physical properties To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Plants** To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe the growth of planted flowers Become familiar with plant structures Keep records of how plants change over time Become familiar with common names of flowers and plant structures Identify and name a variety of deciduous and evergreen trees	To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) To identify the habitats for different living things and how they are suited To describe how different habitats provide different things
H I S T O R y		To use simple pictorial sources to gather evidence To find out about key historical figures of the past To know where people and events studies fit into a time line To use words and phrases related to the passing of time and correct historical vocabulary To understand different ways that the past is represented.	
G E O G R A P H y	To locate 4 countries of England, continents and oceans on a map. To recognise similarities/differences between the UK and a non-European country. To identify seasonal and daily weather patterns in the UK and other countries. To ask and answer questions about different locations.		To recognise similarities/differences between the UK and a non-European country. To make comparisons between the climate in South America and the UK To identify features of the physical geography of South America To complete the human and physical geography within the UK To consider the importance of charities working across the world.
A R T & D t	That there is a relationship between drawing & making – we can transform 2d to 3d. To know how we can use observational drawing and experimental mark-making together to make art. Understand that we can work from similar stimulus or starting point but end up with very different individual results. Learn how plants grow on farms, how animals are raised, and where our ingredients come from before they reach the kitchen. To use principles of a balanced diet to plan food	To make observation drawings using shapes to help guide where we draw Use different types of lines—curved, straight, thick, and thin Use various drawing tools (like pencils, pastels, or charcoal) to add texture. Make wavy, zig-zag, or short lines to create effects Draw a design and label it to show which materials you will use (such as felt, fabric, or paper bags). Make. Use simple joining techniques—like gluing, stapling, or running a simple stitch	Exploring repeating patterns, lines, and textures. Selecting tools and materials, combining drawing and painting Choose the right tools and equipment for the job. Use them to carefully cut, shape, and finish your product to bring your idea to life. Test a product against your original goals to see how well it works and how you could make it even better. Plan by thinking about who you are making the product for and what it needs to do. Share your ideas by talking, drawing, or making simple paper templates and mock-ups.

	Use basic kitchen tools safely to wash, peel, snap, or slice fresh ingredients to build a simple dish. Choose a colorful variety of ingredients to understand how a healthy diet keeps our bodies strong and energized.	Evaluate final piece in terms of its suitability identifying what was effective and improvements that could be made.	
M U S I C	To find the pulse and follow simple instructions when performing. To sing and play exploring pulse and tempo. To explore dynamics and the length of notes. To explore how sounds can be changed. To explore pulse and rhythm. To perform as a class ensemble. To compose, perform and notate a sequence of sounds To listen to music and make comparisons. To create and perform from written symbols with an awareness of pitch. To add accompanying sounds to a melody. To respond to music showing an awareness of pitch, dynamics and tempo. To explore stick notation with a good awareness of a steady pulse To compose and perform a piece of music that tells a story.	To identify how music can represent different moods or characters. To identify changes in the music representing the mood or character of a piece. To create a soundscape showing an awareness of tempo. To recognise changes in pitch and play a repeating rhythm. To understand pitch and play different notes on an instrument. To use and identify musical elements to convey different animals. To listen to music and make comparisons. To create and perform from written symbols with an awareness of pitch. To add accompanying sounds to a melody. To respond to music showing an awareness of pitch, dynamics and tempo. To explore stick notation with a good awareness of a steady pulse To compose and perform a piece of music that tells a story.	To compose a sequence of sounds to create music. To be able to follow a visual score. To choose symbols to compose and perform a score. To play keeping a steady pulse. To use symbols to compose, record and perform sounds on a score. To use symbols to structure and perform a score keeping a steady pulse.
R e	What do my senses tell me about the world? Begin to make connections using their senses and what they know about the world around them Ask “I wonder …” questions about the world around us Use our senses to investigate worship in different religious traditions Use our senses to justify a belief that they hold How does a celebration bring a community together? Recognise the meanings of the term Christian and Muslim. Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr. Recognise ways in which a celebration can encourage a sense of belonging within a faith community.	What do Muslims believe about God? What does a cross mean to Christians? Give a clear, simple account of the Easter Story. Recognise that the Easter Story contains Christian beliefs about salvation. Recognise that the Easter Story is a source of hope for Christians.	How did the universe come to be? Ask at least one question about the origin of the universe. Give a simple reason, using the word ‘because’, for the origin of the universe. Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). Know that beliefs about the origin of the universe influence how individuals treat the world around them. How can we look after the world?
R S H e	Explain that people can feel different emotions in the same situation and give simple reasons why. Describe emotions as comfortable or uncomfortable. Describe how feelings can change and vary in strength, for example, ‘a little bit’ or ‘a lot.’ Identify what makes them feel calm, relaxed or excited. Explain why rest and enjoyable activities are important for wellbeing. Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. Say how they feel and identify trusted adults who can help when feelings feel difficult. Describe what makes themselves and others special. Identify how families show love and care. Name places and people that help them feel safe.	Recognise different ways they go online in everyday life. Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. Recognise that polite behaviour online is the same as polite behaviour in person. Explain why it is important to balance screen time with in-person activities. Recognise when something online is not meant for children and know to stop and tell a trusted adult. Can explain simple ways to help stay safe online Name some things that babies and younger children need and explain how adults help to care for them. Describe safe ways they can help to care for a baby or younger child.	Describe germs as tiny living things that can spread between people and surfaces and cause illness. Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. Choose suitable clothing for different weather conditions. Describe how to stay safe in hot weather. Name a range of health workers and explain ways they help prevent illness. Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong. Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. Identifying which injuries need to be reported to an adult immediately. Recognise when an injury or illness is an emergency. Knowing that 999 should be called in a medical emergency.

	Identify a trusted adult. Name the qualities of a good friend. Choose kind, polite ways to solve disagreements. Explain how speaking kindly and politely can make people feel. Demonstrate kind and respectful behaviour whilst working in a group.	Name some needs of different animals and give examples of how people can care for them. Explain ways they can help to look after the school environment. Share ideas respectfully and give reasons for their opinions. Name people who help to look after the school and local environment and explain why their work is important. Give examples of rules that help people, animals and places. Explain simply how rules help people.	Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. Name things that are safe or unsafe to put in or on their body. Describe and use simple safety rules in familiar places such as the home and school. Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. Describe how to stay safe near roads. Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. Name some trusted adults at home and at school and say who they could go to for help in different places. Use simple, clear phrases to ask a trusted adult for help.
P e	Fundamentals/ Motor control To be able to balance, be stable and land safely To be able to run at different speeds To be able to dodge and change direction To practise hopping, skipping and jumping To combine jumps together To be able to skip independently. Gym To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop quality when linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll and use them in a sequence To link gymnastic actions to create a sequence. Ball skills To develop control and coordination when dribbling a ball with your hands. To explore accuracy when rolling a ball To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and coordination when dribbling a ball with your feet Yoga To explore movement, balance and breathing. To be able to copy and remember balances. To develop flexibility when holding balances. To develop balance whilst holding different shapes. To create balances using different body parts. To create and perform a sequence with a partner.	Fitness To develop my understanding of how exercise can make you feel and the importance of daily exercise To develop my understanding of how exercise can make you strong and healthy. To develop my understanding of how exercise relates to breathing. To develop my understanding of how exercise helps my brain and muscles Target games To develop underarm throwing towards a target. To develop underarm and overarm throwing for accuracy and distance To select the correct technique for the situation Invasion To understand the role of defenders and attackers. To understand who to pass to and why when playing against a defender To support a teammate when in possession. To be able to stay with a player when defending. Team building To explore and develop working as a team. To develop talking, listening and sharing skills. To use speaking and listening skills to lead a partner. To plan with a partner and small group to complete challenges. To use talking, listening and sharing skills to complete challenges. To work with a partner to complete challenges.	Net and wall To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket To develop racket and ball skills. To develop sending a ball using a racket To develop hitting over a net. Striking and fielding To develop underarm throwing and catching and put this into small sided games. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand how to get a batter out To develop decision making and understand how to score points. Dance To be able to move to a count To be able to copy and repeat a sequence To perform to an audience To move confidently and safely Athletics To move at different speeds over distances To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.
C O M P	Online Safety - Common sense media How can we be safe, responsible, and respectful online? Why is it important to listen to your feelings when using technology? How do you stay safe when visiting a website or apps Device Skills	Digital Citizenship & Device Skills To look after devices we are using To use the mouse & keyboards To use some basic functions on my keyboard Communication- Google Docs	Digital Literacy To understand what the Internet is To navigate to a website To retrieve information from the Internet To understand different ways to get online

U T I N G	To understand how we turn things on and off To identify and operate power controls on a variety of digital devices To identify components of a device	To explore the tools in Docs To edit text in a document To create your own doc To understand a shared document	Computer Science To understand how buttons can control devices (Beebots) To understand what an algorithm is To know how to debug a problem
Year 2	**Autumn 1 - The Great Fire of London**	**Spring - African Safari**	**Summer - Victorians**
S C I E N C E	**Living things and their habitats** To know the difference between things that are living and dead To create and describe different micro habitats To identify the habitats for different living things and how they are suited To describe how different habitats provide different things To understand what is meant by a food chain **Everyday materials** To identify and name a variety of everyday materials To distinguish between an object and the material it is made from To compare and group together materials based on their properties To describe properties of materials To understand how some materials can change through stretching, squashing, twisting bending etc.	**Animals including humans Growth** To describe the basic needs of animals for survival To describe the importance of keeping healthy and how to do so including exercise and diet. To understand the impact that exercise has on your body To understand the importance of hygiene **Living things and their habitats.** Understand that there are different habitats around the world Understand that environments are constantly changing To be able to describe the features of different habitats around the world	**Animals including humans** To understand the order of the human lifecycle To understand the changes from infancy to old age To be able to match offspring to parents based on their characteristics To recognise the different stages of the life cycle of different animals including chickens and butterflies. **Plants** To know that plants need light, water and nutrients for growth To understand the different between seeds and bulbs To be able to describe the life cycle of a plant To understand what is needed to keep a plant healthy To understand that different plants are suited to their habitats To understand how plants grow and change over time.
H I S T O R Y	To sequence events and objects in order To know where key events fit into a timeline To find out about key events and people of the past To describe similarities and difference of ways of life across historical periods To use words and phrases to show the passing of time and historical vocabulary To understand the different ways in which the past is represented To using simple pictorial sources To ask questions about the past		To sequence events and objects in order To know where people and events fit into a greater timeline To describe similarities and differences between artefacts and ways of life in historical periods To sort artefacts into then and now To use vocabulary related to the topic
G E O G R		To name and locate the 7 continents To make comparisons between the African climate and the UK To identify features of the physical geography of Africa To complete the human and physical geography within the UK To consider the importance of charities working across the world.	.

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ART&Dt	Experiment with and use found materials to create collages Developing overlapping and sticking skills. Understand the concept of hot and cold colours Use sketching to develop and plan ideas To experiment with materials for structure and stability To use techniques to cut and join materials To identify and replicate features in own design To evaluate final piece based on the initial design	Use primary colours, light to dark to produce direct prints Use stencils to make negative prints Use the techniques of dabbing and stroking to produce negative prints in primary colours Making a slab relief block and using this to print onto a range or prepared surfaces Understand that printmaking involves the production of multiple images Design a product to suit a task. Use a template to plan the product Use tools to accurately cut pieces Use appropriate tools and techniques to join materials and decorations Choose materials for their effect. Evaluate a final product for suitability. Identify what has been successful and what could be improved.	Applying paint using by using selected brush strokes Understanding the technique of mixing colours through adding small amounts of light to dark. Developing brush control and pattern making Create patterns through selected use of colour and shape. Use imagination to produce a painted image Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups" Select from and use a range of tools and equipment to perform practical tasks Evaluate ideas and products against a design criteria
MUSIc	To understand the difference between a verse and a chorus and sing as part of an ensemble. To sing and perform rhythmic patterns on instruments to show a mood or character. To recognise and perform rhythmic patterns using notation. To be able to sing and perform rhythmic patterns on instruments using notation. To read, perform and notate rhythmic patterns. To compose and perform rhythmic patterns on instruments using notation. To perform a fanfare inspired by the music of Richard Strauss. To create a class performance inspired by the music of Gustav Holst. To create a group performance inspired by the music of Gustav Holst. To refine, rehearse and perform our Jupiter piece as a group. To recognise changes in tempo and perform in time with the pulse. To create a school anthem inspired by the music of Gustav Holst.	To identify the pulse, playing on beat 1 to accompany singing. To embed pulse and explore key features of folk songs. To understand how texture can be created when singing in a round. To use texture and dynamics in a class performance. To understand the difference between pulse and rhythm. To read and respond to notated rhythm patterns. To explore pulse through listening and performing. To recognise the relationship between dot notation and movement of pitch. To use dot notation to compose a simple melody. To perform from dot notation as a pair. To perform as a class following dot notation. To improvise a rhythm within a performance.	To identify contrasts in dynamics, tempo and beat groupings. To listen, sing and perform with an awareness of dynamics. To create music with changes for effect. To perform as a class ensemble with an awareness of pulse and pitch. To create and perform rhythm patterns and melodies. To create, perform and notate a melody independently within a group performance.
Re	Why is light an important symbol? Retell at least one narrative where light is an important symbol. Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. Give an example of how Christmas, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives. What does the Nativity teach Christians about Jesus?	What do religious stories make us ask? Global Christianity How is Easter celebrated around the world?	Why do people have different views about the idea of God? Give a reason why a member of at least one other religious community might believe in God. Give a reason why a person might not believe in God. Give an example of what a member of a religious community might believe about God. Make connections between people's beliefs of right and wrong and their belief about God.

	Retell the Christmas story. Recognise that Christians believe Jesus was sent by God to be him in the flesh. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Recognise the connection between Christmas and Easter		How do Christians belong to their faith family? Identify how Christian beliefs impact on their worship and sense of belonging. Identify some Christian symbols and artefacts. Identify different ways Christians show they belong to their faith family. Recognise that some people call themselves Christians.
R S H e	Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. Explain why sleep is important and describe how they feel depending on how well they have slept. Name and describe a range of fruits and vegetables. Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. Explain in simple terms why water and healthy foods help the body. Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. Identify similarities and differences between themselves and others. Recognise that everyone has unique qualities which make them special. Explain why kindness towards people who are different is important. Ask for help with a falling-out if they need it. Say when something feels okay or not okay. Know it is never their fault if they feel unsafe. Identify and name trusted adults at home and at school. Recognise when they or someone else is being bullied.	Recognise that many people might see something shared online. Understand that private information should not be shared online. Recognise when someone has shared private information online. Say what to do if private information is shared online. Recognise that not everything seen online is real or shows the whole story. Recognise when something online might make them feel worried, uncomfortable or unsure. Recall simple rules to help them stay safe online. Identify some of the groups and communities they belong to and recognise that people can belong to more than one community. Recognise that some groups or communities are chosen and some are not. Give examples of how people contribute to a community and compare different ways people contribute. Explain why jobs are important and what might happen if nobody did them. Identify what money is used for and explain how it is used to buy goods and services.	Identify physical changes in people as they grow. Recognise that changes to the body are a normal part of growing up. Explain what personal body boundaries are. Use simple language to say if they feel uncomfortable or want to say no. Use the correct names for body parts. Describe what to do if someone tries to touch a private body part without permission. Recognise situations where privacy should be respected. Explain ways to respect other people's bodies and personal belongings. Identify a trusted adult they could talk to if they feel worried about privacy or boundaries. Give reasons why their body is special. Give examples of the PANTS rules. Identify how dangers could cause harm. Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. Identify that water can be dangerous. Recall simple rules to keep themselves safe around water.
P e	<u>Gymnastics</u> To perform gymnastic shapes with control and link them together. To use shapes to create balances. To develop and link travelling actions and balances using apparatus. To show different shapes, take-off and landing when jumping. To develop and refine rolling and sequence building. To create a sequence using apparatus. <u>Fundamentals</u> To develop balance, stability and landing safely To explore how the body moves differently when running at different speeds To develop changing direction and dodging To develop and explore jumping, hopping and skipping actions. To develop coordination and combining jumps	<u>Target</u> Develop an understanding of target games and consider how much power to apply when aiming at a target. To develop understanding of different target games using the skill of kicking and throwing To develop striking to a target, including when moving <u>Fitness</u> To understand how to run for longer periods of time without stopping To develop coordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and coordination. <u>Invasion</u> To understand what being in possession means and support a teammate to do this.	<u>Net and wall</u> To develop racket familiarisation. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket To move an opponent to win a point. <u>Striking and fielding</u> To be able to track a rolling ball and collect it To develop accuracy in underarm throwing and consistency in catching when fielding a ball To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score To develop striking for distance and accuracy. To develop decision making when under pressure. <u>Dance (Mayday)</u> To explore pathways in dance To create a dance using actions and pathways

	To develop combination jumping and skipping in an individual rope. <u>Ball skills</u> To be able to roll a ball to hit a target. To develop coordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet To develop control and technique when kicking a ball. To develop coordination and technique when throwing and catching To develop control and coordination when dribbling a ball with your hands <u>Yoga</u> To develop an awareness of strength when completing yoga poses To develop an awareness of flexibility when completing yoga poses To copy and remember actions linking them into a flow	To use a variety of skills to score goals. To learn how to gain possession of the ball To learn to apply simple tactics for attacking and defending <u>Team building 2</u> To co-operate and communicate in a small group to solve challenges To create a plan with a group to solve the challenges. To work as a group to solve problems. To work with a group to copy and create a basic map.	To copy, remember and repeat To perform to an audience <u>Athletics</u> To run fast and develop sprinting. To develop jumping further and higher To develop throwing for distance. To develop throwing for accuracy To select and apply knowledge and technique in an athletics carousel.
COMPUTING	Digital Literacy - (Google Docs) To access specific features on the device needed to enhance learning (read and write) To choose appropriate features when creating a document. To insert images (searching for and adding pictures) and understanding how to move/resize objects. Online Safety - Common sense media How can we be good digital citizens? What kinds of information should I keep to myself when I use the internet? How are we all part of an online community? What should you do if someone is mean to you online?	Digital Citizenship To understand what active screentime is and when it is appropriate to use devices. To search online with specific keywords for relevant information To use search engines with adult guidance. Device Skills To identify and locate all the keys on the keyboard fluently and with increasing accuracy To use caps lock for capital letters and symbols. To be able to copy and paste images and text.	Communication - (Google Docs) To save work using an appropriate file name e.g. child's name and simple title. To explain how many devices in my home could be connected to the internet and can list some of those devices. To describe why other people's work belongs to them. To explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Computer science To create a program To implement an algorithm To investigate sequencing
<u>Year 3</u>	**<u>Autumn 1 - Elemental</u>**	**<u>Spring 1-In the Beginning</u>**	**<u>Summer 1- Invaders and Settlers</u>**
SCIENCE	**Plants** To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Forces and Magnets** To compare how things move on different surfaces	**Rocks** To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties To describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognise that soils are made from rocks and organic matter. To make decisions, asking relevant questions and using different types of scientific enquiries to answer them To set up simple practical enquiries, comparative and fair tests **Scientific enquiry** To make systematic and careful observations using notes and simple tables To take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	**Light** To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect their eyes To recognise that shadows are formed when the light from a light source is blocked by an opaque object To find patterns in the way that the size of shadows change **Animals including humans** To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

	To understand how some forces need contact between but magnetic forces work at a distance To observe and explain how magnets attract and repel To compare and group everyday materials on the basis of whether or not that are magnetic.	To recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables To report on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions To begin to look for naturally occurring patterns and relationships recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	
HISTORY		To know where people/events they study fit into a wider timeline and sequence events and artefacts. To use relevant dates and terms and link them to key events and confidently use the terms BCE and AD in relation to a wider timeline. To have a chronological awareness of British, local and world history and finds similarities/differences between time periods studied. To identify primary and secondary sources.	Place events of time period studied on a timeline. Know where people/events they study fit into a wider timeline. Sequence events and artefacts. Begin to link dates to events. Understand the terms BCE and AD Study significant historical figures.
GEOGRAPHY	Use maps and digital mapping to locate countries and features Identify and name the 7 continents and 5 oceans Use an 8 point compass To recognise and describe common landforms (physical features) such as volcanoes, mountains, hills and plains. Observe, measure and record features of the local area Understand and explain the key aspects of the water cycle	To name and locate counties of the UK and their key topographical features Name and locate countries in Europe on maps/globes. To use maps and digital/computer mapping to locate and describe features studied To understand different types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe key aspects of human and physical geography,	Describe key aspects of human and physical geography, Ask and answer questions about human features and physical features of different locations. Use fieldwork to observe and record features of a local area. To understand different types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
ART&Dt	Use a viewfinder to frame and analyze a small area of reference work. Practice analytical observation to increase the scale of a small section, drawing as a large, close-up image. Develop fine pencil control to create a range of graphic marks. Produce both thin and thick lines, and experiment with light and dark tones to add depth and texture to drawing. Evaluate existing models and draft their own design criteria for a functional, stable product. Develop skills of reinforcing materials, stiffening card, and using frameworks (e.g., plastic bottles, rolled newspaper, or wire) to build the 3D cone shape. Apply a suitable outer material to build up a profile	To compare and comment on the work of others To explore ways of making a range of colours To develop an understanding of abstract art To use fine brushed to make careful marks To use contrasting colours and tones To use sketches as starting points. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	To mix primary colours to create contemporary colours To develop cutting and sticking skills To develop an understanding of positive and negative imagery Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

	Develop aesthetic design skills by painting and varnishing their models to look realistic. Test the structural integrity of designs, review how well they met their specifications, and evaluate the final outcome.	Accurately select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities	
MUSIC	To perform as an ensemble, maintaining a rhythmic pattern. To compose a rhythmic performance as a group ensemble. To compose and perform a rhythm for a musical theatre performance. To learn the feudal song and perform as a class ensemble. To build performance skills through vocal and instrumental improvisation. To play and sing an improvisation within a class performance. To be able to sing, dance and play with an awareness of the pulse. To improvise and perform simple melodies, maintaining a strong sense of pulse. To explore, select and combine sounds as a class. To explore, select and combine sounds as a group. To rehearse and refine compositions for a final performance. To evaluate my own music and music from another era.	Ukulele - sessions run by essex music service.	To read, perform and write 1 beat and ½ beat notes. To read and perform rhythms in time with the pulse. To read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes. To notate and perform rhythms including a rest. To compose and perform rhythm notation as an ensemble. To perform as an ensemble and provide feedback to others. To explore how the inter-related dimensions of music can be combined to create an effect. To create a performance inspired by Mayan wind instruments. To compose and perform using the inter-related dimensions of music to reflect the rainforest. To compose a piece of music to reflect a Mayan god. To add rhythm to our Mayan god music. To perform and evaluate using the inter-related dimensions of music.
Re	Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Show awareness of the Biblical origins of Christian teachings of the Trinity. Identify different types/genres of writing within the Bible. Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). Identify how Christian baptism uses and expresses the doctrine of Trinity. Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.	Identify how a person's beliefs and actions align them with the religion if Islam. Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.	Identify a range of ways in which religious belief can impact daily life. Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. Identify some similarities and differences in how people practise and express beliefs about commitment.
RSHe	Describe how our minds and bodies are connected. Describe physical factors that can influence how a person feels. Explain why sleep is important to maintain good mental and physical health. Explain that emotions affect actions and decisions. Describe ways to manage difficult emotions. Recognise signs that someone needs help. Identify trusted adults and appropriate actions	Identify what the internet can be used for. Identify the benefits and challenges of online and in-person communication. Communicate respectfully and appropriately in an online environment. Recognise that disrespectful online communication can have a negative impact on others. Identify some types of online bullying behaviour.	Explain how vaccines train the body to fight particular germs. Describe how vaccination reduces serious illness and the spread of disease, recognising that health decisions should involve trusted adults and healthcare professionals. Describe a health concern clearly, including where it hurts, what it feels like and when it started.

	Recognise what self-respect is. Value their own strengths, skills and achievements. Identify and communicate personal boundaries clearly. Recognise the qualities of good friendships and ways to support friends. Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. Understand different ways families spend time together and support each other. Identify different types of bullying and their effects on wellbeing.	Recognise that some online features are not suitable for all ages. Explain that rights help people live safely, fairly and with respect. Describe some ways adults can help make sure children can access their rights. Suggest practical ways individuals can reduce materials or energy use. Explain that reusing is often better than recycling because recycling still uses energy and resources. Give examples of how familiar items can be reused or upcycled. Explain why recycling is important for the environment. Identify examples of local council responsibilities. Explain simply why councils need to choose spending priorities.	Distinguish between health concerns they can try to manage and those requiring adult or urgent help, explaining why it is important to seek help early. Explain the purpose of first aid and match common injuries to suitable responses and sources of help. Recognise signs of a medical emergency and demonstrate how to make a clear, calm 999 call, including from a locked mobile phone. Describe how germs spread through touch, droplets and shared objects. Identify hygiene habits and classroom rules that help prevent the spread of illness. Identify some of their own strengths and skills, and describe how these can be useful at school. Explain how the same skill can be useful in different jobs and roles. Recognise gender stereotypes about jobs and explain why gender does not determine a person's strengths, skills or career choices. Describe how someone has challenged a gender stereotype and choose an appropriate way to challenge one. Explain how existing strengths and skills can be useful in a new career. Name different jobs and explain what a career is. Explain what an influence is and identify some things that can influence career choices.
P e	Fundamentals To develop balance and apply it to other fundamental movement skills To understand how the body moves differently at different speeds. To develop technique when changing speed. To develop agility using a change of speed and direction. To develop technique and control when jumping, hopping and landing. To apply fundamental skills to a variety of games. Sportshall athletics To develop stamina in relation to speed and pace To develop technique jumping for distance To develop pull throw for accuracy Tag rugby To develop attacking skills to maintain possession. To develop attacking skills to move towards goal. To develop defensive skills to delay an attacker. To develop an understanding of defending as a team. To develop tactics in attack and defence. To apply rules and skills to small sided games. Gymnastics To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll and use them in a sequence To link gymnastic actions to create a sequence.	Netball To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. Fitness To understand how balance, coordination, strength, speed, agility and stamina help us in everyday life. Tennis To develop returning the ball using a forehand groundstroke To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others. **Football** To understand the role of an attacker when in possession. To develop movement skills to lose a defender and move into space. To understand that scoring goals is an attacking skill and learn how to do this. To understand the role of a defender. To apply tactics to small sided games. To apply skills and knowledge to play games using football rules.	Rounders To learn how to score points by striking a ball into space and running around cones or bases. When fielding, to learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, to think about how they use skills, strategies and tactics to outwit the opposition. To work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Athletics To develop sprinting technique To develop effective changeover in relay To develop jumping with a range of approaches and take off positions To develop throwing for distance and accuracy To develop a pull throw for distance Hockey to develop the push pass to send the ball to be able to dribble using the reverse stick to be able to move into a space after sending the ball to understand how to use an open stick to gain possession to apply defending and attacking principles to a game Dance To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme.

	To develop quality in gymnastics sequences.		
COMPUTING	Device Skills To Find, open, and turn in an assignment in Google Classroom. To Take screenshots and crop images with some support. To know how to file and store documents Digital Literacy To know what information online is credible To choose the right tool to be able to effectively communicate or collaborate. To explain & understand when to use technology to support my learning in any lesson.	Digital Citizenship To understand what AI is To use an AI image generator safely and responsibly. To use an AI chat assistant (Gemini) to expand our ideas and improve prompts Communication - Google slides/ Canva To understand that slides are about presenting information in manageable chunks. To know how to insert information and present it in a way that is suitable for its purpose To begin to animate elements in your slide deck. To insert suitable audio and videos to your slides.	Device Skills - Databases To explore questions with yes/no answers, and how these can be used to identify and compare objects. To arrange objects into a tree structure and will continue to think about which attributes the questions are related to To learn how to use an online database tool to arrange objects into a branching database, and create their own questions with yes/no answers. To compare the efficiency of different branching databases, and will be able to explain why questions need to be in a specific order. Computer science To use commands to move a sprite To control avatars with directional controls To develop a collection game To apply 'input', 'process' and 'output' in coding To design a simple algorithm to demonstrate output To de-bug code To use sequencing to develop an algorithm To implement repetition (to identify patterns) To use sequencing to run a program
Year 4	**Autumn 1 -Terrible Tudors**	**Spring 1-Rainforest**	**Summer 1-Walk like an Egyptian**
SCIENCE	**States of matter** To explore a variety of everyday materials and develop simple descriptions of the states of matter To compare and group materials together, according to whether they are solids, liquids or gases To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Sound** To understand how sound is made To understand how sound travels in waves through the air to the ear To compare how sound travels through different materials To know that sound is measured in decibels To understand the link between volume and sound waves To know that volume links to energy To know that pitch is linked to the speed of vibrations	**Living things** Understand that living things are suited to different environments Group living things according to the environment they are suited to Identify the similarities between animals that live in the same habitat Identify different ways to classify animals into groups Describe how animals adapt to their environment **Living things conservation** To understand how ecosystems are affected by changes in the seasons To understand the impact humans have on the environment, both negative and positive.	**Electricity** To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To know whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors. **Animals including humans** **Living things** To describe the simple functions of the basic parts of the digestive system in humans To identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey.

HISTORY	To know who the significant people were in Tudor times To place events on a time line To sequence events and artefacts To compare the Tudor time period with life today To understand and explain why past events happened To study different representations of the past.		To use a range of sources to draw conclusions about the past To compare beliefs and practised of historical periods with today To compare accounts of events from different sources To begin to consider the validity of different sources.
GEOGRAPHY		To understand the impact human activity has on the environment To locate rainforest using maps and atlases To understand the layers of the rainforest and the habitats that they create. To use the term Equator and tropics in relation to world geography To understand the difference between weather and climate and identify climate zones around the world. Describe geographical similarities and differences between different countries.	
ART&Dt	Weaving: to discuss the work of significant artists from the part to comment on the effectiveness of work to understand the idea of composition when planning work to use a well known piece of art as inspiration for own creative piece. **DT** Makey Makey- Musical Instrument / Circuits apply their understanding of computing to program, monitor and control their products.	Art - Printing: To be able to ink a slab correctly and experiment with rollers and materials To understand mono-printing, creating a design and printing To discuss work and reflect and develop To understand the idea of repeated printing, creating a block to rotate and flip images. Measure, mark, cut and shape materials and components with some accuracy. Join, assemble and combine materials and components with some accuracy. Use finishing techniques, including skills learnt in Art with some accuracy	3D Sculpture: To evaluate and use influences from the work from the work of well-known artists To use influences to create own designs. To use clay to form a sculpture/to suit a purpose. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design accurately select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities
MUSIC	To explore harmonious sounds and pitch notation. To explore pitch, harmonious notes and scales. To sing and play a melody using the pentatonic scale. To improvise, read and write melodies using the pentatonic scale. To choose and combine notes from the pentatonic scale to create a piece of music. To refine and perform compositions. To introduce samba music through listening, appraising and singing. To create and perform rhythms using call and response. To refine, perform and appraise samba introductions.	To explore music through the inter-related dimensions. To use the inter-related dimensions to turn words into music. To begin to interpret music notation using dynamics. To create a symphonic poem and develop my understanding of tempo. To create a symphonic poem using the inter-related dimensions of music. To perform and evaluate a final piece using the inter-related dimensions of music. To explore pitch using graphic notation. To compose and perform melodies using graphic notation. To perform pentatonic melodies using grid notation. To compose and notate pentatonic melodies.	UKULELE - sessions run by essex music service.

	To learn and perform rhythms of a samba groove as a class ensemble. To perform a solo in an ensemble. To create a suitable ending for a samba piece and perform in carnival style.	To compose a song in the style of a barcarolle. To develop, refine, rehearse, and perform a barcarolle.	
R e	Where do religious beliefs come from? Identify the Bible as a source of authority for Christians Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs Identify how the crucifixion and resurrection of Jesus as a core event that has shaped Christian belief Describe how individuals, communities, society and personal experiences can shape beliefs What do we mean by truth? Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.	How have religious groups contributed to society and culture? Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. Describe ways in which dharma impacts on and influences Hindu life and society. Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism. Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. What does sacrifice mean? Describe different philosophical and theological answers to questions about sacrifice Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.	Why is there so much diversity of belief within Christianity? Describe the difference between the terms 'religion' and 'belief'. Describe some of the varying ways in which Christianity is practised locally, nationally and globally. Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation. How do religious groups contribute to the society culture?
R S H e	Describe the role of different food groups in keeping us healthy. Explain why eating a variety of foods matters. Name activities that help them stay active at school and at home. Explain how being active helps their bodies stay strong and healthy. Explain the importance of diet and hydration in maintaining energy levels. Identify behaviours that can positively and negatively affect energy levels. Describe simple signs of emotional or mental health challenges using familiar vocabulary. Describe the difference between a fixed and a growth mindset. Recognise how their words, tone and behaviour show respect in different places and situations. Use positive self-talk to stay calm, build confidence and manage frustration. Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. Practise resolving disagreements fairly, including through compromise. Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying.	Identify the benefits and challenges of using the internet. Identify age restriction symbols and why they exist. Develop an understanding that some online information may be misleading. Give examples of what can happen if people share misleading information. Compare information from different online sources. Use more than one source to decide whether online information is reliable. Explain why checking multiple sources helps us know if something is true. Name different payment methods. Identify some advantages and disadvantages of different ways to pay. Record and track money spent, saved and left. Explain what a budget is and plan how to spend and save a set amount of money. Decide whether something offers value for money by considering its cost, usefulness and quality. Identify some of the things that can influence people to spend money. Explain how spending choices can affect people and the environment. Recognise feelings that may arise in money-related situations and suggest helpful ways to respond.	Explain what body boundaries are. Identify and correctly name some physical changes that happen during puberty. Use appropriate terminology to talk about puberty changes with confidence and respect. Recognise that everyone goes through puberty and that changes happen at different times and rates. Recognise that emotions and feelings change as people grow up, including during puberty. Explain what a period is using clear, age-appropriate language. Identify ways periods can be managed, such as using pads or period pants. Demonstrate respectful and kind language when talking about bodies and physical changes. Identify warning signs that something is unsafe in a range of everyday situations including signs you can see and signs you can feel. Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. Explain how recognising hazards and planning ahead can prevent accidents. Choose safe places to cross roads and explain why (considering traffic, speed and visibility). Explain key reasons why water can be dangerous, even for confident swimmers Distinguish between helpful and harmful medicines and explain how to use medicine safely

	Learn what stereotypes are and how they can be unfair.		
P e	Gymnastics To create point and patch balances To step into shape jumps with control To develop straight, straddle and barrel roll To transition smoothly in and out of balances To create a sequence of matching and contrasting shapes To create partner sequences Fundamentals To apply fundamental skills to a variety of challenges. To develop technique and control when jumping, hopping and landing. To demonstrate a change of speed and direction to outwit others To understand how to change speed and be able to demonstrate good technique when running at different speeds To develop balancing and understand the importance of this skill. Athletics To develop sprinting technique To develop effective changeover in relay To develop jumping with a range of approaches and take off positions To develop throwing for distance and accuracy To develop a pull throw for distance Tag Rugby To develop attacking skills to move towards goal. To understand how to defend within the rules. To begin to apply rules in attack and defence. To develop movement skills to dodge a defender. To track an opponent and defend as a team. To use skills and rules in a tournament.	Netball To develop passing and moving. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. Football To develop ball control when dribbling To develop passing to teammates To control the ball with different parts of the body To develop changing direction with the ball To be able to track an opponent To be able to apply rules and tactics to a game situation Swimming To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To develop water safety skills and an understanding of personal survival.	Hockey To develop dribbling to beat a defender. To develop sending the ball using a push pass. To develop receiving the ball with control. To be able to move into space to support a teammate. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.To apply the rules and skills you have learnt to play in a hockey tournament. Athletics To develop technique in relay changeovers. To develop throwing with force for longer distances. To develop throwing with greater control and technique. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. Rounders To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. Dance (Mayday) To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To perform to an audience and evaluate
C O M P U T I N G	**Device Skills** To plan a video podcast To film a video podcast To edit a podcast To submit & store my media **Digital Literacy** To understand how we identify fake content To gather content from multiple sources To augment digital content into my own	**Digital Literacy** To create questions for survey To analyse and present data from my survey Know what information online is credible **Digital Citizenship** To understand what is copyright To understand how search engines work To apply copyright rules to my work	**Communication** To communicate using shared tools To understand how emails work To send and receive emails **Computer science** explore our own e-safety concerns use selections to get from A to B use selection to create a maths quiz use selection in programming physical devices understand variables use variables to interpret data create an algorithm with variables identify and select correct information experiment with a Makey Makey investigate material that provide input experiment with input using Micro:bit

Year 5	It's all Greek to me	Blue Planet	Mayans
SCIENCE	**Animals including humans** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. **Electricity** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	**Earth and Space** describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Living things and their habitats** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.	**Properties of materials** compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic **Changes in materials** demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.m,n
HISTORY	To place periods studied on a timeline in relation to other time periods studied to use relevant dates and terms to link to key historical events To confidently use the terms BCE and AD in relation to a wider timeline To compare life across time periods to compare and give reasons for beliefs and behaviours to begin to use a range of primary and secondary sources		To understand how different evidence and opinion can lead to different conclusion to combine different sources of evidence to create a fluent account to have a chronological awareness of British, local and world history to organise and select relevant historical information using their research skills where necessary.
GEOGRAPHY		to understand the importance of terms such as longitude, latitude, tropics of Cancer and Capricorn and the arctic circle and climate zones understand the reasons for similarities and difference between countries and how and why they have changed to understand the effects of physical geography such as earthquakes To ask geographical questions, selecting appropriate methods to gather and present data To analyse geographical evidence and draw conclusions.	
ART&	To develop skills in using clay including slab and clay pots, relief tiles, modelling and joining to create patterns and textures when using malleable materials such as clay to plan and design sculptures from observation or imagination using sketchbook ideas.	develop painting from a drawing including sketchbook ideas create different effect and textures using a range of techniques and paints to use colour to create atmosphere and show the effect of light to develop an awareness of composition, scale and proportion. to know that materials have functional and aesthetic qualities	To study an artist using pattern and fabric. To create design ideas in the sketchbooks. To use mixed media collage to create pattern and design. To improve their mastery and knowledge in art and design. To record their observations and use them to review and revisit ideas

D t	to generate innovative ideas drawing on research]to use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design to formulate lists of resources and step by step plans to select suitable tools, equipment and materials and explain their choices.	to know that systems have an input, process and output to know how to programme and monitor their product to use the correct technical vocabulary	
M U S I C	To sing in polyphony and maintain a steady pulse. To organise rhythms into beats and notate them using 1, ½ and 2 beat notes. To perform simple rhythms from music notation. To compose and combine rhythms creatively to convey an intended effect. To select and combine musical ideas to create an interesting and satisfying structure. To perform Viking compositions and offer feedback on recorded music and the music of my peers. To improvise over a drone with a sense of shape and character. To improvise freely over a drone using a wider range of notes developing a sense of melody and rhythm. To perform the opening of a raga with consideration of the style and features of Indian classical music. To compose and perform a rhythm with consideration of the features of a tal. To understand the structure of a raga and compose and notate a short melody. To structure and perform a final piece.	To understand and perform semiquavers. To learn a melody and notate it using western notation. To perform as a group ensemble with melody and accompaniment. To structure a piece of music and perform as a group ensemble. To understand how harmonies are created by combining pitches. To understand how to create chords. To use chords to evoke a specific atmosphere, mood or environment. To compose a contrasting section using chords to evoke a specific mood. To create and perform our ternary form compositions. To perform a melody independently within an ensemble. To compose and notate a melody. To rehearse and perform my melody within a whole class ensemble. To explore the relationship between pitches to create harmonies. To understand how chords are formed and to play as an ensemble. To explore using chords to create effect. To explore how chords can be adapted to achieve intended effects. To compose music using harmony, intervals and chords to create an intended effect. To rehearse, refine and perform our composition.	To listen and appraise music exploring the sounds used to capture characteristics of different planets. To compose a programmatic piece of music considering the inter-related dimensions of music. To create a motif considering the inter-related dimensions of music. To consider how motifs can be accompanied and record this using Western notation. To use ABA structure to organise music and create a satisfying listening experience. To perform as a group and appraise the work of others. To sing as part of an ensemble. To sing as part of an ensemble in a two part harmony. To know what a chord is and be able to play a chord pattern on tuned percussion. To improvise a melody line within a call and response structure. To read and perform pitch notation to a steady beat. To perform an independent part within an ensemble.
R e	Understand arguments for and against the existence of God To identify weak arguments and baseless assertions To support their own arguments with evidence and logical reasoning To understand what makes a position reasonable or unreasonable Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life Use well-chosen pieces of evidence to support and counter a particular argument	Show awareness that talking about religion and belief can be complex. Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others. Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. Describe the connections between sacrifice in the Old Testament and New Testament and the link to Jesus as the ultimate sacrifice. Describe the significance of resurrection and how it shapes how Christians see the world and others. Describe how the resurrection effects how Christians might live their lives.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
R S H	Compare traffic light food labels to make a healthier choice. Describe how active they are now and why adults stay active. Identify light, moderate and vigorous activity. Explain how physical activity supports the body and mind. Describe signs of more complex feelings in the body.	Understand that much online content is designed to influence people. Identify how online content can influence people Explain that influence can affect what people buy, watch or believe and is not always obvious.	Explain what puberty is and why it happens. Describe the physical changes that occur during puberty, using correct scientific vocabulary. Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness.

e	Suggest helpful ways to respond to strong and complex feelings. Describe ways to look after mental health. Recognise signs that someone might need support with their mental health. Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. Link aspects of identity to their own behaviour or choices. Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. Describe why healthy friendships matter for wellbeing. Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.	Recognise the difference between fact and opinion. Explain that some people try to influence or mislead people on purpose. Evaluate online content and assess whether it is reliable and true. Report content to an adult or online if you think it is deliberately misleading Give examples of people who have contributed to their community. Identify issues they care about. Describe how community groups can help make a difference. Describe how the UK government is made up of elected people. Name different parts of the UK government and what they do. Recognise that taxes help fund government and local spending. Understand the role of local councillors. Explain how pressure groups try to persuade the public or the government to make changes. Describe ways they can influence what happens in Parliament.	Describe the range of emotions that may be experienced during puberty and explain why these can change over time. Identify trusted adults and people they can talk to for support or advice. Describe what a period is, why it happens and how it can be managed, including naming different products. Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect. Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses. Distinguish between needs and wants when making spending decisions. Identify different sources of income and types of expenditure. Allocate money within a weekly budget while prioritising needs. Explain how a loan works. Evaluate whether taking out a loan is sensible, including the consequences of late repayment. Identify situations where money may be at risk online or offline. Recommend suitable strategies for keeping money safe. Assess the possible risks and consequences of different forms of gambling
P **e**	<u>Tag Rugby</u> To apply attacking skills to a game situation. To make decisions and understand when to pass and when to run with the ball. To apply attacking skills effectively within the rules. To work as a team to delay opponents and stop the opposition from scoring. To apply attacking skills to create space and beat a defender. To apply rules and skills to take part in competitive games. <u>Fitness</u> To understand how speed, strength, agility, balance, coordination and stamina help me in other activities and apply this. <u>Basketball</u> To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation. <u>Athletics</u> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers.	<u>Hockey</u> To use attacking skills to beat a defender. To apply attacking skills under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament. <u>Gymnastics</u> To perform symmetrical and asymmetrical balances including on apparatus To develop the straight, forward, straddle and backwards roll and turn into a sequence To explore different travelling actions using both canon and synchronisation To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To create partner and group sequences using apparatus. <u>Handball</u> To send and receive under pressure. To select skills to move towards goal, away from defenders and create space. To combine attacking skills to create shooting opportunities. To use defensive skills to gain possession. To defend as a team, deny space and gain possession. To apply rules, tactics, skills and principles to play in a tournament. <u>Cricket</u>	<u>Athletics</u> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. <u>Dance</u> To be able to comment on own and other's performance To be able to choreograph phrases individually and with others To count choreography in time with music <u>Dodgeball</u> To develop throwing, dodging, catching and blocking skills and apply them appropriately to the situation. To understand the need for tactics and identify how to create and use them. To apply rules, skills and tactics when playing in a tournament. <u>Swimming</u> To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke and breathing technique. To develop basic skills of water safety and floating. To develop the dolphin kick. To develop water safety skills and an understanding of personal survival. To identify fastest strokes and personal bests

	To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.	To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit.	
COMPUTING	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems solve problems by decomposing them into smaller parts; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Digital Literacy To choose and plan the best tool to show learning To create content to present understanding To evaluate the effectiveness of my digital choices Communication To create and share digital work To be an active member of a digital community To reflect on feedback and apply this appropriately	Select, utilise, and integrate diverse software and web tools across multiple hardware devices to build solutions, applications, and digital resources that satisfy specific objectives Design, write and debug programs that achieve clear learning objectives, including controlling or simulating physical systems. Solve problems by breaking them into smaller parts
Year 6	**WW1**	**Daring discoveries**	**The Only Way is Essex**
SCIENCE	Light To understand how levels and gears work and help To understand how light travels and how shadows are formed To understand the concepts of reflection and refraction To plan scientific enquiries to answer questions To take measurements with precision To recognise how scientific ideas, change over time To draw conclusions based on data and observations. Animals including humans	To recognise that living things have changed over time To understand that living things produce offspring of the same kind To know than animals and plants are adapted to their environments To know how living things are classified into broad groups according to observable characteristics To give reasons for classifying plants and animals. To record and present data using diagrams, labels keys, tables and graphs To identify scientific evidence to support and refute ideas To explore and talk about ideas asking questions and analysing systematically. Looking after the environment Identifying scientific evidence that has been used to support or refute ideas or arguments Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree	To describe the changes of humans through life to old age To understand the changes we go through biologically and physically approaching adulthood Understand how changes effect our lives, emotions and appearance To ask questions to generate scientific knowledge To draw conclusions based on data, observation and evidence, explaining findings Living things and their habitats Give reasons for classifying plants and animals based on specific characteristics Understand MRS GREN and how a living organism follows these rules Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Explain the differences between fungi and other organisms Outline the similarities between plants and fungi Identify that fungi are a separate kingdom to plants

		of trust in results, in oral and written forms such as displays and other presentations Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
HISTORY	To place periods studied on a time line in relation to other time periods studied To use relevant dates and terms and line them to key events in history To have a chronological awareness of British, local and world history To identify causes and effects of significant historical events To address and devise questions change, significance and causes of events To begin to use different sources of evidence to create a fluent account To organise and select relevant information using research skills		To develop a chronological awareness of British, local and world history To recognise and select relevant historical information using research To compare accounts of events from different sources and to consider validity To begin to combine different sources of evidence to create a fluid account.
GEOGRAPHY		To name and locate topographical features of countries and cities of the world To recognise how countries and cities have changed over time To name and locate different countries and continents To understand and describe key aspects of human geography To understand grid references and compass points	To understand how physical geographic features affect human activity To use field work to observe, measure and record human and physical features and record results in different ways.
ART&DT	Develop a painting from a drawing, including sketchbook ideas. Create different effects and textures using a range of techniques and paints. Use colour to create atmosphere and to show the effect of light. Develop an awareness of composition, scale and proportion in their paintings Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing), Build,explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Utilize a diverse array of drawing tools, such as graphite pencils, wax crayons, ink pens, and oil or chalk pastels, to experiment with mark-making. Master pencil control using various grades to produce distinct lines, diverse shapes, and subtle tonal variations. Refine observational techniques and portraiture accuracy, including the use of view-finders to focus on specific details. Incorporate surface detail through intricate patterns, textures, hatching, and shading to suggest three-dimensional form. Generate original, imaginative compositions by synthesizing ideas from a range of primary and secondary sources. Apply light and shadow techniques to build depth and respond to peer feedback for iterative improvement. Design equipment and need for them, Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing)	Developing fabric forming techniques Experience a range of textile techniques such as printing and dyeing to create different textural effects. Apply a range of decorative finishes to provide detail and to enhance the textile. understand and apply the principles of a healthy and varied diet, Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
M	To identify what makes a successful melody.	To play and record a chord sequence using GarageBand. To have an understanding of how chords are constructed.	To place DAW into historical context and create texture using DAW technology.

U S I c	To explore melodic structure and sing a melody and counter melody. To arrange, notate and perform a well structured melody. To compose and perform a catchy melody and lyrics for a D-day song. To accompany a melody selecting the most appropriate chords. To refine and perform as an ensemble with appropriate expression, chordal and rhythmic accompaniment. To perform and improvise using the pentatonic scale. To explore how melodies can be structured. To perform the chaal rhythm and break within a class ensemble. To perform a syncopated rhythm within a class ensemble. To choose features to compose a piece for a celebration. To refine and perform our music using features from the genre.	To compose and record a melody fitting with a chord sequence. To add rhythmic and harmonic accompaniment to a piece. To compose section A for a final piece in a chosen style. To use ternary form to structure a piece of music. To recap dynamic symbols and western notation. To identify and perform quavers and semiquavers. To compose, notate and perform a short melody depicting raindrops. To explore syncopated rhythms. To perform a syncopated melody. To use syncopation within a paired performance. To follow a conductor and maintain my part within an ensemble. To improvise within a blues call and response structure using a given scale. To perform an accompanying 12 bar blues chord structure as a group ensemble. To compose a blues song performing within a call and response 12 bar blues structure. To use ensemble skills to rehearse and refine our blues performance. To perform as an ensemble including melody, accompaniment, and improvisation.	To select and manipulate music to structure contrasting textures. To create a musical storyboard for an advertisement. To create a stack of appropriate loops from which to build your advertisement music. To use the inter-related dimensions to create effect. To share and appraise music and provide feedback to others. To explore and create a programmatic Arctic soundscape. To record ideas using graphic notation. To compose a melody considering phrasing. To explore contrasts in dissonance and consonance. To organise music using ternary form structure. To share, listen and appraise the performances of others.
R e	Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. Begin to analyse the reliability of the sources of the different ideas of how the universe came to be. Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Recognise the controversial nature of this topic, explaining divergent views relating to it. Explain what at least two religions believe about peace and conflict. Analyse the relationship between peace and pacifism. Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Pakistan (Taliban) America (Civil Rights Movement). Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour. Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	Understand arguments made by great philosophers To respond to these arguments with their own thoughts To explore different forms of communicating ideas such as parables or dialogues To identify weak arguments and baseless assertions To compare different approaches to morality and identify similarities and differences To articulate and summarise abstract thoughts about morality Identify social and environmental issues in the wider world and zoom in on how they manifest locally? Understand the difference between "equal" and "equitable," and identify personal and social responsibilities? Explore how artists, past and present, use their work to fight for social justice?
R S H e	Describe how brushing, flossing and limiting sugar over time can protect teeth. Interpret traffic light food labels and select healthier swaps for a balanced diet Explain how past experiences can influence strong and complex feelings.	Explain how values guide behaviour choices. Set a personal growth goal and list at least two clear first steps. Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each. Apply respectful behaviours in school, in public places, and online during activities.	Identify hazards and explain the risks they may create in a range of situations at home and outside. Explain how factors such as being alone, distracted or without supervision can increase risk. Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help.

	Choose helpful ways to regulate strong feelings. Explain the difference between a growth mindset and a fixed mindset. Suggest positive ways to respond to challenges and setbacks. Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others. Explain how values guide behaviour choices. Set a personal growth goal and list at least two clear first steps. Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each. Apply respectful behaviours in school, in public places, and online during activities. Describe what a personal boundary is and how it can change. Explain how crossing someone's boundary, even as a joke, can harm trust. Identify stereotypes or discrimination accurately within the given scenarios. Choose and justify a safe response to bullying in person and online, including what they would say or do. Name trusted adults in and out of school and describe what they would tell them when asking for help.	Describe what a personal boundary is and how it can change. Explain how crossing someone's boundary, even as a joke, can harm trust. Apply consent language to model an appropriate response when a boundary is crossed. Identify stereotypes or discrimination accurately within the given scenarios. Choose and justify a safe response to bullying in person and online, including what they would say or do. Name trusted adults in and out of school and describe what they would tell them when asking for help. Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	Explain how to make safe choices when travelling independently, including near railways. Apply the water safety code to identify safer choices in different water environments. Explain how changing circumstances or new information can affect risk and influence decision-making. Identify when peer pressure is happening and suggest safe and appropriate ways to respond. Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs. Use scientific vocabulary to describe private body parts and explain why this is important. Ask questions safely and respectfully. Explain conception and name the body parts involved. Order the stages of pregnancy and describe how a foetus develops. Recall different ways babies can be born. Explain how families are formed. Describe babies' needs and how caring for a baby affects daily life. Explain what consent means and recognise when it is or is not given. Recall the legal age of consent in the UK.
P e	<u>Tag Rugby</u> To move into space to support a teammate abiding by the rules. To use defending skills to gain possession. To work as a defending unit to prevent attackers from scoring. To use a variety of attacking skills to beat a defender. To apply rules, skills and tactics learnt to play in a tournament. To select the appropriate skill, choosing when to run and when to pass. <u>Fitness</u> To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. To develop agility. To develop balancing with control. <u>Basketball</u> To demonstrate attacking skills with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament. <u>Althletics</u> To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance.	<u>Hockey</u> To develop attacking skills to beat a defender. To apply attacking skills with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. <u>Gymnastics</u> To develop the straddle, forward and backward roll. To develop rolling into sequence work and on apparatus. To develop counter balance and counter tension into sequence work with apparatus. To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools. To develop inverted movements with control. To use flight from hands to travel over apparatus. To create a contrasting group sequence using formations and apparatus. <u>Handball</u> To use attacking skills to maintain possession under pressure. To select the appropriate skill to create space, move towards goal and away from defenders. To select and apply the appropriate skill to score goals. To use defending skills to prevent an opponent from scoring. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament. <u>Cricket</u> To develop throwing and catching under pressure and apply these to a striking and fielding game.	<u>Athletics</u> To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <u>Dance</u> To be able to comment on own and other's performance To be able to choreograph phrases individually and with others To count choreography in time with music <u>OAA</u> To build communication and trust whilst showing an awareness of safety. To collaborate as a team to solve problems. To develop tactical planning and problem solving. To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading To use a key to identify objects and locations. <u>Dodgeball</u> To throw under pressure and apply this to a target game. To select the appropriate dodging skill for the situation. To develop catching with increasing consistency under pressure. To develop defensive techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To develop officiating skills and referee a game. <u>Swimming</u> To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique.

	To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game To apply skills and knowledge to compete in a tournament.	To develop the technique for backstroke arms and legs. To develop breaststroke and breathing technique. To develop basic skills of water safety and floating. To develop the dolphin kick. To develop water safety skills and an understanding of personal survival. To identify fastest strokes and personal bests
COMPUTING	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Computer Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; Solve problems by decomposing them into smaller parts; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Digital literacy design an electronic product code and debug a programme learn the features of TinkerCAD create a movie about code breaking use CAD software to design a product create a video advert Computer Science select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals Design a solution by breaking a problem up; Use logical reasoning to investigate codes (including computing language); Use logical reasoning to detect errors in algorithms; Recognise that different solutions can exist for the same problem; Explain how an algorithm works (programming language)	Digital Citizenship Understanding digital footprints Maintain a positive online presence understand and respect different perspectives online

MFL - the school follows language angles for years 3 to 6

For the academic year 2026/27, children in years 5 and 6 will be following the year 5 objectives to facilitate the transition to single form entry for the academic year 2027/2028