Nursery

Subject	Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	Literacy, communication and language	Me & My Family My House My Family My Local Area Pets Things I like to do All about me Power of Reading Ruby's Worry Library Visit	Traditional Tales Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man The Three Little Pigs The Enormous Turnip Jack and the Beanstalk Power of Reading Owl Babies Library Visit	People who help us Firefighters Police Doctors Teachers and School Staff Vets People who help us Power of Reading We're going on a bear hunt Library Visit	Animals Farm Jungle Under the Sea Minibeasts Arctic Safari Power of Reading Aaaarrgghh Spider Library Visit	Places to visit Seaside Park Shopping Centre In the Woods Cafe Garden Centre Power of Reading What the ladybird heard Library Visit	Fantasy Superheroes Castle Pirates & Mermaids Space Aliens Magical Creatures Witches & Wizards Power of Reading Tanka Tanka Skunk Library Visit
Phonics SPAG	Phonics	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1 Environmental Aspect 1 Environmental Sounds Aspect 2 Instrumental Sounds Aspect 3 Body Percussion Aspect 4 Rhythm and Rhyme Aspect 5 Alliteration Aspect 6 Voice Sounds Aspect 7 Oral Blending and Segmenting
Maths	Maths	Mastering the Curriculum COLOURS MATCH SORT NUMBER 1 NUMBER 2 PATTERN		Mastering the Curriculum NUMBER 3 NUMBER 4 NUMBER 5 NUMBER 6 HEIGHT AND LENGTH MASS CAPACITY		Mastering the Curriculum SEQUENCING POSITIONAL LANGUAGE MORE SHAPE - 2D SHAPE - 3D NUMBER COMPOSITION WHAT COMES AFTER WHAT COMES BEFORE NUMBERS TO 5	
Science / Geography / History	Understanding the world	Science Seasons - Autumn/Winter What is the season? What do you see/feel? Smile4life How do we keep healthy? Why do we brush our teeth? Geography - Can you tell me how you get to school? History - Timeline, their own life story and family's history (photo display) What do you remember? Who is in your picture?		Science Seasons - Winter/Spring What is the season? What did you see/feel? Life Cycle - Plant & Animal What happens to a Caterpillar? Why does it get fat? What happens to a seed? Why does it grow? Geography - How do we care for our world/planet/earth? (natural environment and all living things) History - Timeline, their own life story and family's history (photo display) What do you remember? Who is in your picture?		Science Seasons - Spring/Summer What is the season? What did you see/feel? Geography - World map. Have you or your friends been to a different country? Can you name the country? Can you find the country? History - Timeline, their own life story and family's history (photo display) What do you remember? Who is in your picture?	
Art / DT / Music	Expressive Arts and Design	Art/DT Autumn/Winter trees (stamps/finger paint) - How did you make the leaves? Leaf man & leaf rubbings - What did you do with your Autumn leaves? Pumpkin - Colour mixing. How did you make the orange paint? Bonfire Night - Firework pictures. What did you see/hear/smell? Remembrance Day - Poppy biscuits. How do you make icing? Christmas, crafts. What have you made? Music Nursery Rhymes - What is your favourite Nursery Rhyme?		Art/DT Winter/Spring tree (stamps/finger paint) - How did you make the leaves? Snowflakes - How does snow/ice feel? What happens to snow/ice? Snowmen - What did you use to make your snowman? Chinese New Year - What did you use to make your lantern? What Chinese food did you taste? What animal dance did you do? Shrove Tuesday - How do you make a pancake? Mothers day - What have you made? Who is it for? Why are they special to you? Easter, crafts - What have you made? How did you make your Easter nest cake? Music Sounds (Instrumental / Environmental / Body Percussion) - How do you make sounds?		Art/DT Summer tree (stamps) - How did you make the leaves? Fathers day - What have you made? Who is it for? Why are they special to you? Music Singing - Will you sing/hum/makeup a song for me?	
Computing	ICT	develop experience in interacting with a computer or tablet		develop experience in interacting with a computer or tablet		develop experience in interacting with a computer or tablet	
French	French						
PE	PE	FUNDAMENTALS I am beginning to negotiate space safely. I am beginning to take turns with others. I am building my confidence to try new challenges. I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. I follow instructions with support. I play games honestly guided by rules with support. GYMNASTICS I am beginning to negotiate space safely. I am beginning to take turns. I am building my confidence to try new challenges. I can explore movement skills. I can match skills to tasks and apparatus. I can use a range of large and small apparatus with an awareness of safety. I follow instructions with support. MOVIN' MONKEYS		GAMES I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I am beginning to understand how I feel in different situations. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support. BALL SKILLS I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.		DANCE I am beginning to negotiate space safely. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I show respect towards others. INTRODUCTION TO PE I am beginning to demonstrate balance. I am beginning to negotiate space safely. I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support.	
RHE	RHE	Personal, Social and Emotional Development Select and use activities and resources (with help when needed) Responsibility Become more outgoing Show more confidence Play with others, sharing, turn taking Remember and Follow Rules Feelings		Personal, Social and Emotional Development Select and use activities and resources (with help when needed) Responsibility Become more outgoing Show more confidence Play with others, sharing, turn taking Remember and Follow Rules Feelings		Personal, Social and Emotional Development Select and use activities and resources (with help when needed) Responsibility Become more outgoing Show more confidence Play with others, sharing, turn taking Remember and Follow Rules Feelings	
RE	RE	Harvest Festival What food did you share for the Harvest? Where does the harvest food grow? Christmas Who is born at Christmas?		Mothering Sunday What is special about your Mother? Easter/New Life Why do we get Easter eggs?			

Reception

Subject	Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	Literacy, communication and language	Target Author - Ken Wilson-Max Catherine Rayner Reading for pleasure Power of reading So Much Nativity story Answering the register. Weekly RHE (Kapow). Asking for help. Speaking to an adult. Listening to others. Sharing thoughts and ideas on our topics and personal events. Responding to stories Awareness of audiences		Target Author - Julia Donaldson Reading for pleasure Chinese New Year Race Power of reading No Dinner - Jessica Souhami Please Mr Magic Fish The Gigantic Turnip Handa's Surprise Responding to stories – Target Author. Hot Seating for Goldilocks and the Three Bears. Working as a group to make a palace. Easter story Weekly library visits. Weekly RHE (Kapow)		Target Author - Jill Murphy Reading for pleasure Reading about the roles of people who help us Power of Reading Splash I like trains	
Phonics SPAG	Phonics	Twinkl Phonics Level 2 7 weeks	Twinkl Phonics Level 3 12 weeks	Twinkl Phonics Level 3 12 weeks		Twinkl Phonics Level 4 5 weeks	
Maths	Maths	Mastering the Curriculum GETTING TO KNOW YOU JUST LIKE ME 1,2,3 LIGHT AND DARK		Mastering the Curriculum ALIVE IN 5 GROWING 6,7,8 BUILDING 9 & 10 CONSOLIDATION		Mastering the Curriculum TO 20 AND BEYOND FIRST, THEN, NOW FIND MY PATTERN ON THE MOVE	
Science / Geography / History	Understanding the world	Ourselves Who is in your family? Where do they live? Changes What changes do you see in the environment around you? What could you use to make a hibernation box? What are the differences between the items in your home, on visits to the beach and in the Conishead woods? What is similar and different in our homes to others? What are the differences between fruits and vegetables? What can be used to make a soup? Planting bulbs and flowers, making observations about changes over time - how have they changed? Problem Pup - Scary shadows. Show me how you can make shadows using different parts of your body? Celebration How do people celebrate harvest around the world? How do we remember people who have fought and died to keep us safe? What do you see and do on bonfire night? History timeline of their present and parents' past -tell me about the photographs you have brought into school?		Stories How do you make porridge? Can you describe how it tastes? Which is your favourite Chinese food? Why? What are the similarities and differences between life in this country and life in other countries? Can you design a castle? Do you know any countries on a world map/globe? Which animals live in Africa? Which fruits come from Africa? What would you put in your fruit kebab? What do they taste like? Problem Pup - Comfy Basket. Which material is the best for the basket? How can you use a needle to weave a pattern? What does a broad bean/sunflower look like? What is happening to a seed? How is it changing? What does it need?		People who help us What are the different role of people who help us? What type of clothing do they wear? Are all our finger prints the same? How are they different? What are some of the things the coast guard taught us about keeping safe? Seaside and journeys How do we keeping safe at the seaside or in a different environment to your home? How have seaside holidays changed over the years? Tell me about your family holidays? What is different between your home and a holiday destination? How do you get to your holiday destination? What makes a material waterproof? What do you think will float and what will sink? Why do you think that?	
Art / DT / Music	Expressive Arts and Design	Look in the mirror, what shape is your face? How can you use materials to create a collage of your body? How can you use vegetables and fruits to print? How can you use the leaves we collected from Conishead to create an Autumn tree? How can you create a fireworks picture using a variety of materials? How can you use expressive movements to the 1812 Overture? How do you make a remembrance poppy? What materials would you use to make a Christmas card/decoration? Wassily Kandinsky How can you make a painting in the style of Kandinsky? Role play How can you recreate a home scene? How can you create the nativity scene? How can you use the small world materials in an imaginative way? Charanga		What would you see if you looked through the window of the house to the Three Bears, how would you paint it? What did you do to form Chinese numerals? How do you do a dragon dance? How can you create a sea using thick paint and combs? How can you make your own Magic Fish using different materials? Using junk materials, how do you make a palace? How did you draw Spring flowers? How did you weave ribbons to make an Easter shapes? Gakonga How did you use powder paint to create a sunset? How did you paint a dancing silhouettes? How did you learn the African dance? Role play How could you reenact the story of Goldilocks and the Three Bears? How could you use costumes and imagination to be part of Handa's family? Charanga		How did you make a collage people who help us? How did you draw some pet fish in a bowl using wax crayons? What did you use to create the water? How did you make a symmetrical butterfly? How did you use pencils to create a shell? Using materials from the seaside, as a team how did you produce Transient Art? Role play How would you become a member of emergency services? What do you need/wear? How can you recreate a part of a holiday you have enjoy? Using props how did make a seaside photo? Charanga	
Computing	ICT	develop experience in interacting with a computer or tablet		develop experience in interacting with a computer or tablet		develop experience in interacting with a computer or tablet	
French	French						
PE	PE	INTRODUCTION TO PE I can explore movement skills. I can make guided choices. I follow instructions with support. I am beginning to negotiate space safely. I am beginning to take turns with others. I understand the rules of the game. I use movement skills with developing balance and co-ordination. I can make independent choices. I follow instructions involving several ideas or actions. I can negotiate space safely with consideration for myself and others. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. MOVIN' MONKEYS		FUNDAMENTALS I am beginning to negotiate space safely. I am building my confidence to try new challenges. I can explore movement skills. I follow instructions with support. I am beginning to take turns and congratulate others. I play games honestly guided by the rules with support. I am beginning to understand how I feel in different situations. I can negotiate space safely with consideration for myself and others. I am confident to try new challenges, deciding on the skills I use to complete the task. I use movement skills with developing balance and co-ordination. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. GYMNASTICS I am beginning to negotiate space safely. I can use a range of large and small apparatus with an awareness of safety. I can match skills to tasks and apparatus. I can explore movement skills. I follow instructions with support. I am beginning to take turns. I am building my confidence to try new challenges. I can negotiate space safely with consideration for myself and others. I can confidently and safely use a range of large and small apparatus with an awareness of safety. I can combine movements, selecting actions in response to the task and apparatus. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I work co-operatively with others and take turns. I am confident to try new challenges.		DANCE I am beginning to negotiate space safely. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I show respect towards others. I can negotiate space safely with consideration for myself and others. I am confident to try new challenges and perform in front of others. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I can combine movements, selecting actions in response to the task and idea. I show respect towards others when providing feedback. GAMES I can explore movement skills. I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I follow instructions with support. I play games honestly guided by the rules with support. I am beginning to understand how I feel in different situations. I use movement skills with developing balance and co-ordination. I use ball skills with developing competence and accuracy. I can negotiate space safely with consideration for myself and others. I play co-operatively, take turns and encourage others. I follow instructions involving several ideas or actions. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour.	
RHE	RHE	SELF-REGULATION: MY FEELINGS What are the names of some different feelings? How can we tell how people are feeling? What makes you feel calm? BUILDING RELATIONSHIPS: SPECIAL RELATIONSHIPS Who is in your family? Which people are special to you? Why is it important to share? How can you share nicely? What things do you like? Are they the same things that other people like? What is 'diversity'? How are you the same as/different to other people?		MANAGING SELF: TAKING ON CHALLENGES Why do we have rules? Why is it important to keep trying? How can we work well as a team? What can do if you are worried or frustrated? SELF-REGULATION: LISTENING AND FOLLOWING INSTRUCTIONS Why is it important to listen carefully? Why is it important to tell the truth?		BUILDING RELATIONSHIPS: MY FAMILY What festivals do people in our class celebrate? Why is sharing important? What makes a good friend? Why is it important to be kind? How can we work well in a team? MANAGING SELF: MY WELLBEING What is exercise? Why is exercise important? How does yoga help our bodies? What can you do to get ready for school by yourself? How can we be safe when walking around the area? What different kinds of food should we eat? Why should we eat different types of food?	
RE	RE	Harvest Who do you thank for our harvest? How do other cultures celebrate harvest festivals? Christmas Why do we celebrate Christmas? Do all faiths celebrate Christmas?		Jesus as a child How was Jesus's life as a child to ours today. Mothering Sunday Why are our mothers special? What is a mothers role in your life? Easter What is the meaning Easter? What new life do you see around you?			

Year One

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	I WANT MY HAT BACK Jon Klassen Thought bubbles Book making Note taking News report Character grid Information text Leaflet Poster Letter Police report	THE PUFFIN BOOK OF FANTASTIC FIRST POEMS ed. June Crebbin Notes Vocabulary and phrase collections Poems inspired by the collection Descriptive writing	HOW TO FIND GOLD Viviane Schwarz 'Tell Me' responses Character description A plan to find gold Detailed description and directions in map work Writing in role (thought bubbles and diary entries) Play script Setting description Free verse poetry Persuasive note Advisory pamphlet Note in role Letter to the author illustrator Writing a narrative sequence, retelling the story	THE SNAIL AND THE WHALE Julia Donaldson Thought/Speech bubbles Written predictions Visualisation of settings Illustrations of characters Letter to a character Verse of a song Travel journal entries – descriptive writing Filmed TV report Newspaper report – recount Information text	WHERE THE WILD THINGS ARE Maurice Sendak Extended vocabulary and language Story maps Character description Writing in role - letter Poetry Narrative	LILA AND THE SECRET OF RAIN David Conway Short narrative descriptions Thought bubbles/speech bubbles/ direct speech Story maps Narratives based on known text Poems Fact files Non-chronological reports /Information texts Signs with captions
Phonics	Twinkl Phonics Level 5 Weeks 1 - 10		Twinkl Phonics Level 5 Weeks 11 - 20		Twinkl Phonics Level 5 Weeks 21 - 30	
Maths	White Rose Maths PLACE VALUE ADDITION AND SUBTRACTION SHAPE		White Rose Maths PLACE VALUE -20 ADDITION AND SUBTRACTION PLACE VALUE -50 LENGTH AND HEIGHT MASS AND VOLUME		White Rose Maths MULTIPLICATION AND DIVISION FRACTIONS POSITION AND DIRECTION PLACE VALUE -100 MONEY TIME	
Science	What are the basic parts of the human body called? Name the five senses and what body part uses these senses. What is the weather like today? What is the weather like in different seasons? How does the weather change throughout the year?		What everyday materials can objects be made from? What words can describe the properties of everyday materials? How can you sort everyday materials? What common animals can you name? How can you sort animals into groups? Which animals are mammals, amphibians, fish, birds, reptiles and insects? Name some animals which are omnivores, carnivores and herbivores.		What are some common flowering plants? What are some common UK trees? What are the main parts of a flowering plant, including trees? Describe why the main parts of a plant are important.	
Geography	WHAT IS IT LIKE HERE? Where in the world are we? What can we see in our classroom? What can we find in our school grounds? Where are the different places in school? How do we feel about our playground? Can we make our playground even better? WHAT IS THE WEATHER LIKE IN THE UK? Where is the UK? What are the four seasons? What are the four compass directions? What is the weather like today? Is the weather the same everywhere in the UK? How do people prepare for the weather?				WHAT IS IT LIKE TO LIVE IN SHANGHAI? What can we see in our local area? Where are we on a world map? Where in the world is China? What can you see in China? What is Shanghai like? How is Shanghai different from our local area?	
History	CHRONOLOGICAL UNDERSTANDING What are the similarities and differences between shops in Barrow in the past and now? How was shopping different when my parents/grandparents were young? HISTORICAL ENQUIRY What is History? What different sources can I use to find out about the past? How is a timeline used in learning about the past? Why do we use artefacts when learning about the past?		CHRONOLOGICAL UNDERSTANDING When did the Moon Landing happen? When was Amelia Earhart alive? HISTORICAL KNOWLEDGE Who was Amelia Earhart and why was she significant? Why was the Moon Landing important? Can I explain why some people in the past acted the way they did?			
Art	What tools did you use to make a self portrait? What techniques did you use to make Klimt's Portrait of Adele Bloch-Bauer I (Woman in Gold)? How do you mix primary colours to make secondary colours? How do colours change when adding black or white?		How can you make a collage with different materials? What techniques did you use to make a collage in the style of Matisse?		How do you mix paint to match the colours you can see in Van Gogh's Sunflowers? What tools did you use to shape clay?	
DT	STRUCTURES: CONSTRUCTING A WINDMILL What is a structure? What is a windmill? How are the sails or blades of a windmill moved? What tools do you need to make a windmill? Why do we build different structures? What does stable mean? How can we make a structure more stable?		MECHANISMS: WHEELS AND AXLES What is a wheel? What is an axle? Why are axles used in structures? What do you need to make sure your vehicle works? TEXTILES: PUPPETS What tools would you use to cut and stick fabric? Why did I choose the fabric for my puppet?		MECHANISMS: MOVING STORY BOOK What is a slider? How do you make a picture with a moving part? COOKING AND NUTRITION: SMOOTHIES Why is it important to wash your hands before touching food? How can I be safe when preparing food? What foods would be best for making a smoothie?	
Music	Hey You - Old School Hip Hop What is the pulse you hear when you are listening to the main unit song? (Understand that it is the heartbeat of the music) Which different instruments have you heard in your music lessons? (Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.)		In The Groove, Round and Round What is the pulse of the song you are listening to? What are the five different musical styles (Blues, Baroque, Latin, Irish Folk, Funk)? How would you dance to each style or move to the pulse?		Your Imagination, Reflect Rewind Replay What are two or more instruments you can hear in the music? (Singers, keyboard, bass, guitar, percussion, trumpets and saxophones) What did you like best and how did you feel during your performance?	
Computing	MODELLING Dress teddy, build car etc. Online painting activities Can you demonstrate mouse control?	Text & Graphics Using templates to create products. What do we do when we make a mistake on paper? Is a computer better and correcting mistakes? Can you use keyboard to type your own name? Can you use a simple word bank to help 'write' a simple letter? How do you type a capital letter on a keyboard?	Text & Graphics Using templates to create products How can information be presented in different ways using a computer?		Data Handling – digital research 2count Do ch understand that data can be represented graphically? Experience control activities, give & follow instructions Can ch follow instructions using simple directional language? Do ch give accurate instructions?	
French						
PE	FUNDAMENTALS I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed. BALL SKILLS I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.	ATHLETICS I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. SENDING AND RECEIVING I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner.	MOVIN' MONKEYS YOGA I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.	GYMNASTICS I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can work safely and wait for my turn.	DANCE I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance. INVASION GAMES I am beginning to use simple tactics. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.	DANCE I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance. NET AND WALL GAMES I can hit a ball using a racket. I can throw a ball to land over the net. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.
RHE	FAMILY AND RELATIONSHIPS What is family? What are friendships? How do you know how other people are feeling? How do friendships make us feel? What can we do if we have a problem with our friends? Why is it important to be friendly? What is a stereotype? HEALTH AND WELLBEING How do you feel? Can you change how you feel? What are you like? Why is exercise and sleep important? How can you relax? How do germs spread and how can you swap them? How can we be safe in the sun?		SAFETY AND MY CHANGING BODY Who in school can we talk to if we are worried? How do we speak to different adults? Who can you talk to if you are worried about something an adult says or does? What should you do if you get lost? What is a safe secret? Do you know how to make an emergency phone call? What kind of touch is OK/not OK? What is safe to put onto or into our bodies? What is not safe to put onto or into our bodies? What are some dangers at home? How can we stay safe at home? Which people help us keep us safe? CITIZENSHIP Why are rules important? How do we care for animals? What do babies and young children need? How are you the same and different to your friends? What kinds of groups do people belong to? What is voting? Why is voting a fair way to decide things?		ECONOMIC WELLBEING What is money? How can we keep our money safe? What is a bank? What do 'spending' and 'saving' mean? What jobs do adults do in school? What kind of jobs do adults have? TRANSITION What are your strengths and skills that will help you in Y2?	
RE	What are some similarities and differences between different churches? What are some common features of churches? Why is Christmas important to Christians?		Why is the Bible important for Christians? What are the Ten Commandments and what do they mean to us today? What are some common parables and what do Christians believe they mean? What are my opinions about the idea of right and wrong? How and why do Christians celebrate Easter?		What does it mean to be Jewish? What are the differences and similarities between churches and synagogues? What are some Jewish rituals (Bar/Bat Mitzvah, etc.) and why are they important to Jews? What is Shabbat and why is it important to Jews? What are some of the artefacts used during Shabbat and what they are used for? Why is the Torah important for Jews?	

Year Two

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	THE SECRET SKY GARDEN Linda Sarah (Picturebook) Persuasive writing - poster List poem Performing poetry Writing in role Simple story writing (publish own book)	BOB MAN ON THE MOON Simon Bartram (Contemporary Fiction) Postcard Instruction writing Descriptive writing Explanatory writing	A WINTER SLEEP A HIBERNATION SLEEP Sean Taylor (Non-fiction) Poetry writing-free verse Letter writing Non-fiction writing Instruction writing	CLAUDE IN THE CITY Alex T. Smith (Novel - Building reading stamina) Poetry writing - list poem Postcard Letter writing - descriptive Newspaper report	PATTAN'S PUMPKIN Chitra Soundar (Traditional Tale from another culture) Information writing Writing in role - diary Song writing Oral storytelling Narrative writing	POEMS TO PERFORM A COLLECTION OF CLASSIC POEMS Julia Donaldson (Poetry) Performing poetry Poetry writing
Phonics SPAG	Twinkl Phonics Level 6 Weeks 1 - 10		Twinkl Phonics Level 6 Weeks 11 - 20		Twinkl Phonics Level 6 Weeks 21 - 30	
Maths	White Rose Maths PLACE VALUE ADDITION AND SUBTRACTION SHAPE		White Rose Maths MONEY MULTIPLICATION AND DIVISION LENGTH AND HEIGHT MASS, CAPACITY AND TEMPERATURE		White Rose Maths FRACTIONS TIME STATISTICS POSITION AND DIRECTION	
Science	MATERIALS AND THEIR PROPERTIES What are the properties of different materials? How do they compare to one another? Why are different materials used for different purposes? What materials are suitable or unsuitable for different purposes? What materials are suitable for making a coat for Peter Rabbit? Which materials stretch, bend or twist? How can you make predictions and carry out a test? What is absorbency? Who was John McAdam and what did he invent? Who was John Dunlop and what did he invent?		ANIMALS INCLUDING HUMANS What do all animals need to survive? What is a food chain? Can we make a simple food chain and describe it? Which UK animals hibernate and why? How can we help wildlife in our gardens? HUMAN HEALTH AND HYGIENE Why is it important to wash our hands? What can we use to help us to be hygienic? Why is exercise important? Why is too much sugar bad for us? Why is too much fatty food bad for us?		PLANTS AND ANIMALS What happens to plants given different conditions? What type of plants? What is a life cycle? What is a habitat? What is a microhabitat? How do butterflies grow and develop? What happens to seeds and beans when they grow? How do frogs grow and develop? What plants and animals live in our local habitat?	
Geography	WHAT IS IT LIKE TO LIVE BY THE COAST? Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic coast? How do people use Weymouth? How do people use our local coast?		WHY IS OUR WORLD WONDERFUL? What are some of the UK's amazing places? What are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? Why are natural habitats special? How can we look after natural habitats?		WOULD YOU PREFER TO LIVE IN A HOT OR A COLD PLACE? Where are the continents? Where are the coldest places on Earth? Where are the hottest places on Earth? What is life like in a hot place? Do we live in a hot or a cold place? Would you prefer to live in a hot or cold place?	
History	BEATRIX POTTER AND VICTORIAN LIFE IN OUR LOCAL AREA Who was Beatrix Potter and why is she famous? What happened during the life of Beatrix Potter? What is a timeline? Can we create a timeline of events in Beatrix Potter's life? What did Beatrix Potter do to help the Lake District? Who was Queen Victoria? What did the area we live in look like when Beatrix Potter was alive? What did everyday life look like in Victorian Barrow?		THE GREAT FIRE OF LONDON Can you think of questions about what you want to find out about the Great Fire of London? Can you research the Great Fire of London to answer your questions? When and where did the Great Fire of London start? What was London like in 1666? Why did the fire spread so quickly? How did people put out the fire? Who was Samuel Pepys and why is he important?		SIGNIFICANT INDIVIDUALS Why was Nelson Mandela important? What was life like for different people in apartheid South Africa? Why was Emmeline Pankhurst important? What was life like for women when Emmeline Pankhurst was alive? Why was Rosa Parks important? What was life like for Black Americans in 1950s America? Why is Malala Yousafzai important? What was life like for girls under the Taliban?	
Art	BEATRIX POTTER and the LAKE DISTRICT Can you discuss the art work of Beatrix Potter? What are watercolour paints and how are they used? Can you outline your character in ink and paint it using watercolours? Can you draw and paint a watercolour picture of the Lake District, using photographs as inspiration? VICTORIAN LIFE LINK Can you use careful observation to make a line drawing of Barrow Town Hall? CELEBRATIONS Can you use collage materials to make a Christmas card design? Can you represent the colours and forms of the Nativity in oil pastel? Can you use a repeating pattern using digital media? Can you print a repeating pattern to make your own wrapping paper?		GREAT FIRE OF LONDON Can you mix paints to make different shades? What is a silhouette? Can you observe the shapes of the Great Fire of London skyline to make a silhouette picture? How did David Best make silhouette art of the Great Fire of London? Can you use collage materials to make a silhouette picture? POWER OF READING TEXT LINK Can you carefully observe the shapes and colours of a hibernating dormouse in a nest of leaves? Can you make a dormouse picture using oil pastels and watercolours? LONDON How did Andre Derain represent London in his paintings? Can you use digital media to make a digital London image in the style of Andre Derain? Can you use fingerprinting to make a Mother's Day card?		NATURE How does Andy Goldsworthy make his art? Can you make art like Andy Goldsworthy? How does local artist Shona Branigan make her art? What different rubbings do different natural textures make? What is the purpose of statues of important people from history? How can you make a sculpture of an important person? KENYA What does Kenyan pottery look like? How can you make a thumb pot in the style of Kenyan pottery? Why did you choose the colours for your pot? What different colours represent the Maasai? How did we use the Maasai meanings to choose the colours for your bracelet? Can you make a repeating pattern using coloured beads?	
DT	MECHANISMS: FAIRGROUND WHEEL What are the features of a fairground wheel? What objects have mechanisms and moving parts? Which everyday objects use wheels and axles? What makes an effective wheel? What is the job of an axle? COOKING AND NUTRITION: BALANCED DIET What does 'diet' mean? What makes a balanced diet? What are the five main food groups? Roughly how much of each food group should we eat? What does 'ingredients' mean?		STRUCTURES: BABY BEAR'S CHAIR To know that shapes and structures with wide, flat bases or legs are the most stable. How does the shape of a structure affects its strength? How can we make materials stronger and stiffer? What are structures made from? What is a 'stable' structure? What is a 'strong' structure? What is a 'stiff' structure? TEXTILES: POUCHES What is sewing? What does a running stitch look like? Why is tying a knot important after sewing the final stitch? What can a thimble be used for?		MECHANISMS: MOVING MONSTER What is a mechanism? What do mechanisms always have? What is an input? What is an output? What is a lever? What is a linkage mechanism? Which real-life objects contain mechanisms?	
Music	CHARANGA - Hands, Feet, Heart Can you find the pulse? Can you copy and clap back rhythms? Can you clap the rhythm of your name? Can you make up your own rhythm? Can you sing Hands, Feet, Heart in groups? Can you play instruments using up to three notes? Can you improvise using the notes C + D? Can you compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E? NATIVITY Can you listen to songs showing concentration and understanding? Can you discuss different styles of music? Can you start to join in choruses of songs, noticing chorus-verse structure? Can you learn whole songs, focusing on performance skills and tune? Can you perform to an audience?		GREAT FIRE OF LONDON Can you sing in rounds? Can you start to join in choruses of songs, noticing chorus-verse structure? Can you learn whole songs, focusing on performance skills and tune? Can you perform to an audience? Can you learn to play simple glockenspiel parts? CHARANGA - Zoo Time Can you find the pulse? Can you copy and clap back rhythms? Can you clap the rhythm of your name? Can you make up your own rhythm? Can you sing Hands, Feet, Heart in groups? Can you play instruments using up to three notes? Can you improvise using the notes C + D? Can you compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E? What is pitch?		CHARANGA - Friendship Song Can you find the pulse? Can you copy and clap back rhythms? Can you clap the rhythm of your name? Can you make up your own rhythm? Can you play instruments using up to three notes? Can you improvise using the notes C + D? Can you compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E? KENYA Can you read some simple notation for rhythms? Can you copy simple rhythms on African drums? Can you listen to and copy each others rhythms and play together with others? Can you create your own rhythm? Can you play instruments using up to three notes? Can you perform to an audience?	
Computing	Text & Graphics Typing, backspace, enter, using shift Can you use a mouse to control the cursor? Can you alter the font, colour and size of letters Can you delete a mistake? Can you type using capital letters? Control 'Program' BeeBot, need for accuracy in instructions, cup stacking instructions Can you predict how Bee Bot will move? Can you program Beebot to follow a short set of instructions?		Modelling 2paint a picture, imitate pointillism, Bird simulation What are simulations and why do we use them? Are they realistic, can you explain your answer? What are the advantages/disadvantages of a model or simulation? What is 'pointillism'? Can you create a picture on '2Paint a Picture'? Is digital painting as much fun as 'real' painting? How does it feel to paint without paint? Data Handling 2investigate – sorting using a database What does sorting mean? What is a database? Can you sort a set of objects using the 2investigate software? Can you answer a set of questions using the 2 investigate software? Can you give 3 reasons why databases are useful to sort and group information?		Data Handling searching a database Can ch answer straightforward questions using graphs and charts? Can they enter data into a prepared database? Multimedia & Digital imaging Using iPads – creating books How do you change the order of slides/pages? Does this presentation tell me what I want to know? Is it easy to understand?	
French						
PE	FUNDAMENTALS I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. BALL SKILLS I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can work co-operatively with a partner and a small group.	ATHLETICS I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds. I try my best. SENDING AND RECEIVING I am beginning to provide feedback using key words. I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can roll a ball to hit a target. I can track a ball that is passed to me, with and without a bounce. I can work co-operatively with a partner and a small group.	GYMNASTICS I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can complete the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus. TARGET GAMES I am able to select the appropriate skill for the situation. I can throw, roll or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide.	YOGA I am beginning to provide feedback using key words. I can remember and repeat yoga poses. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can work with others to create poses. I show balance and co-ordination when performing poses. INVASION GAMES I can dodge and find space away from the other team. I can dribble a ball with hands and feet with some control. I can move towards the goal with the ball when appropriate. I can stay with another player to stop them getting the ball. I can track a ball that is coming towards me. I can work co-operatively with a partner and a small group.	DANCE I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform. STRIKING AND FIELDING GAMES I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.	NET AND WALL GAMES I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent.
RHE	FAMILIES AND RELATIONSHIPS Why are families important? How can we tell what people are feeling or thinking? How do we behave when we are polite? How can we remember people who are no longer with us? How can stereotypes affect people's job choices? HEALTH AND WELLBEING How can we manage our feelings? Why is exercise important? How can we use breathing exercises to relax? What are your strengths and goals? How can you overcome difficult problems or feelings? Why is a healthy diet important?		SAFETY AND MY CHANGING BODY What is the internet and how can it help us? How can we stay safe online? What is the difference between secrets and surprises? Why are your private parts private? What are the proper names for your private parts? What kind of touch is OK/not OK? Whose choice is it what happens to your body? How can we stay safe on the roads? How can we be safe with medicines? CITIZENSHIP What are the rules outside of school? How can we look after our school environment? How can we look after our local environment? What jobs do different adults have in our community? How are people in our community the same and different? How does a school council work? How can I share my opinions with others?		ECONOMIC WELLBEING Where does money come from? What do we need to grow up healthily? How do people decide what they want to buy? How do bank accounts and cards help people with their money? What are your skills and talents? How can we make other people feel welcome and included? TRANSITION How can change be a good thing? How can we deal with change?	
RE	SACRED TEXTS - THE TORAH What is The Torah? Why do Jewish people treat The Torah scroll with great respect? What language is the Torah written in? How is it cared for? How many laws are there in The Torah? FESTIVALS OF LIGHT In the story of The Nativity, what symbols of light are there? Why are lights important at Christmas, what do they symbolise? What light traditions are celebrated at Christmas? What are the similarities and differences between Christmas and Hannukah?		SPECIAL PEOPLE What do we know about Jesus so far? What was he like? What was his life like? What similarities are there between the parables we have read about Jesus? COMMUNITIES What is Brit Milah and Simchat Bat? What is Shabbat? What similarities and differences are there between you and a Jewish child? EASTER What happened on Palm Sunday? Why is Palm Sunday important to Christians? What rituals and symbols are remembered on Palm Sunday?		PLACES OF WORSHIP What are the main differences between a church and a synagogue? What is a mosque? Who worships in a mosque? What do places of worship teach us about religions? CELEBRATIONS AND FESTIVALS Who was Queen Esther? Why is she important to Jewish people? What is Purim? How is Purim celebrated?	

Year Three

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	THE TIN FOREST Helen Ward (Picturebook) Role play Poetry writing Diary entry Descriptive writing	THE ICE PALACE Robert Swindells (Classic Text) Poetry writing Kennings poetry writing Role play Non-fiction writing Writing in role	THE PEBBLE IN MY POCKET Meredith Hooper (Non-fiction) Poetry writing Blackout poetry writing Explanatory writing Persuasive letter writing	BRIGHT BURSTS OF COLOUR Matt Goodfellow (Poetry) Poetry writing Performing poetry Editing and publishing poetry	LEON AND THE PLACE BETWEEN Angela McAllister (Contemporary Fiction) Poetry writing Descriptive writing Persuasive writing Letter writing Writing in role Creative writing Parallel narrative writing	DANNY CHUNG DOES NOT DO MATHS Maisie Chan (Novel - Building reading stamina) Writing in role Role play Shared writing Collaborative poetry Non-fiction fact files Poetry writing Narrative writing News report Diary entry
SPAG	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed	Spelling Shed
Maths	White Rose Maths PLACE VALUE ADDITION AND SUBTRACTION STATISTICS MULTIPLICATION AND DIVISION A		White Rose Maths MULTIPLICATION AND DIVISION B LENGTH AND PERIMETER FRACTIONS A MASS AND CAPACITY		White Rose Maths FRACTIONS B MONEY TIME SHAPE	
Science	LIGHT Where does light come from? Why do we need light? What is dark? Which surfaces reflect light? How do mirrors work? How can we protect our eyes from the sun? How are shadows formed? Which materials block light to form shadows? How do shadows change when a light source moves? FORCES AND MAGNETS Can you name pull, push and twist forces? How do you complete an investigation fairly? What is the force friction? How is the force of friction increased and decreased? Which objects are magnetic? What is the force of magnetism and can you describe it?		ROCKS, SOILS AND FOSSILS Can I observe and describe the difference between rocks? What are three different types of rocks? What are the different characteristics of rocks? What is the sequence of how a fossil is made? How is a fossil made? What are the different layers of soil? Why do different soil types have different rates of absorbancy?		PLANTS What are the different parts of a plant? What are the four stages a seed is dispersed? What do plants need to survive? How is water transported through a plant? What are the steps of the whole plant life cycle? LIVING THINGS Can I sort and describe foods that I do rarely, sometimes and often eat? Can I compare this to foods I should rarely, sometimes and often eat? What are the bones on a human skeleton called? What are the three different skeleton types and explain which creatures have these? What does a skeleton do?	
Geography	WHY DO PEOPLE LIVE NEAR VOLCANOES? How is the Earth constructed? Where are mountains found? Why and where do we get volcanoes? What are the effects of a volcanic eruption? What are earthquakes and where do we get them? Where have the rocks around school come from?		WHO LIVES IN ANTARCTICA? What is climate? Where is Antarctica? Who lives in Antarctica? Who was Shackleton? Can we plan an expedition around school? How did our expedition go?		ARE ALL SETTLEMENTS THE SAME? What is a settlement? How is land used in my local area? Can I explain the location of features in my local area? How has my local area changed over time? How is land used in New Delhi? How does land use in New Delhi compare with my local area?	
History	CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE What was The Stone Age? Why is it called The Stone Age? How do we know about The Stone Age? How did people live at the start of The Stone Age? How did people live by the end of The Stone Age? How does Skara Brae show us about Stone Age life? What was The Bronze Age? How did people live in The Bronze Age? What evidence do we have from The Bronze Age? How do the artefacts tell us about Bronze Age life? What was The Iron Age? What evidence do we have from The Iron Age? What do the artefacts tell us about Iron Age life? What changed in Britain from The Stone Age to the Iron Age?		THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN Who were the Celts and how did they live? Who were the Romans? What was the Roman Empire? How did the Romans invade Britain? Who was Boudicca and why do we remember her? What is Hadrian's Wall? Who built it and why? How did the Romans change Britain? What was it like to be a Roman soldier at Hadrian's wall? What evidence of the Romans can still be found in Britain today? When did the Romans leave Britain and why?		FURNESS ABBEY AND LOCAL AREA How long ago was Furness Abbey founded? Who lived in Furness Abbey? What were the different rooms called in Furness Abbey? What were the different rooms used for in Furness Abbey?	
Art	SKETCHING SKILLS, WATERCOLOURS, SHADING. What does H and B mean when using drawing pencils? Can you experiment with drawing pencils? How can you use drawing pencils along with a variety of pencil techniques to create effects? How can you use tonal shading? CAVE ART What is Stone Age Art? (initial observations and questions of children) How are figures represented in Stone Age Cave Art? How are animals represented in Stone Age Cave Art? How can you design a plan of Stone Age cave art to include figures and animals? How can you transfer a Stone Age Cave artwork design? What worked well with your Cave Art? What would you improve? What techniques do we use for watercolours? Can you use watercolour techniques? How do you create the background for a calendar using colour wash and fine detail techniques?		LS LOWRY What do you know about LS Lowry's life? What are the features of LS Lowry paintings? How can I sketch images in the style of LS Lowry? How can I build up colour using pencil crayons? How can I draw people in the style of LS Lowry? How do I draw buildings in the style of LS Lowry? How can I draw and watercolour a larger piece of work in the style of LS Lowry?		ROMAN MOSAICS What is a mosaic, where are mosaics originated and how are they created? Where is a repeated pattern in a mosaic? How can I complete a repeated pattern mosaic using number and colour instructions? How can I create a mosaic design using 2 / 3 colours? How do I design and plan a mosaic letter? How will I create a mosaic letter using ceramic tiles? OBSERVATIONAL DRAWINGS What is observational drawing and the key skills? What are the skills of observational drawing? -Negative space -Shading -Adding colour Colour mixing Who is Georgia O'Keefe? Research and learn about her and her style of drawing/painting. How can I copy a drawing in the style of Georgia O'Keefe using key skills? How can I stage and create my own photo of a flower in the style of Georgia O'Keefe? How can I create a drawing in the style of Georgia O'Keefe using the photo of flower created in the previous lesson?	
DT	TEXTILES: CROSS STITCH AND APPLIQUE What is applique? What is a seam? What do you need to leave for the seam? Why are some products are turned inside out after sewing? STRUCTURES: CONSTRUCTING A CASTLE What are the main features of a castle and what are they for? What is a facade? Why did castles need to be strong and stable? What is a paper net? What is a design specification?		COOKING AND NUTRITION: EATING SEASONALLY Which vegetables and fruit grow in different seasons? What is a 'recipe'? What is imported food? What is exported food? Why is eating seasonal foods a good idea? What is similar about similar coloured fruits and vegetables? Why is the appearance of food important? DIGITAL WORLD: WEARABLE TECHNOLOGY What is a 'loop' in programming? What is a micro:bit? What is a simulator?		MECHANICAL SYSTEM: PNEUMATIC CARS How do pneumatic systems work? How can you communicate your design ideas? What is an exploded-diagram? What are thumbnail sketches?	
Music	CHARANGA LET YOUR SPIRIT FLY Can you sing the song? (Plus knowledge questions below) GLOCKENSPIEL STAGE 1 How do you appraise a song? What is a pulse, pitch, rhythm and timbre? What is a rhythm and demonstrate this? Show how to copy back notes on a glockenspiel Show how to improvise over a track of a song		CHARANGA THREE LITTLE BIRDS DRAGON SONG How do you appraise a song? What is a pulse, pitch, rhythm and timbre? Can you play a rhythm on a glockenspiel? Can you sing the song? How do you improvise a piece of music? What is a rhythm and demonstrate this?		SIGNING CHOIR How do I sign a song? CHARANGA REFLECT, REWIND AND REPLAY Can you recall the songs? How do you improvise a piece of music? What are musical features e.g staves, trebleclefs? What is a pulse, pitch, rhythm and timbre? Show how to improvise a piece of music on a glockenspiel	
Computing	Creating Content - Text & Graphics Capitals, editing text size colour etc, spell check Can you choose and use appropriate editing tools? How can you change text size and colour etc? Why do you use spell check?	Data Handling Intro to branching databases, create own. Use pre-prepared database Can you create appropriate yes/no questions? Can you create your own database, that is organised into a proper structure?	Programming Use Logo – Intro to language then code How do you draw shapes using Logo? What is debugging? Can you draw simple shapes in Logo? Can you draw a square using repeat 4 [FD90 RT90]? Lego WeDo – create models and program Can you correct errors in simple programs?		Simulations & Spreadsheet Modelling Roller coaster sim Flight sim game Changing variables Can you spend exactly £5? Can you make sensible predictions? Creating Content Emailing - Purple Mash Can you open and respond to emails within Purple Mash?	
French	GETTING TO KNOW YOU How do you say hello and goodbye? How do you introduce yourself? How do you say if you are feeling good/bad/so-so? How do you count to 10? How do you say how old you are? ALL ABOUT ME Can you say and understand some classroom instructions in French? What are the different body parts called in French? What are the colours called in French? What are different clothes called in French?		FOOD GLORIOUS FOOD How do you say what foods you like/dislike? How can you describe the colour or size of an object? How do you ask politely for something in French? FAMILY AND FRIENDS How do you say the names of your relations in French? What are the names of some common pets in French? What are the rooms in your home called in French?		OUR SCHOOL What are the names of some classroom objects in French? What are the things in your pencil case called in French? How do you say the names of some lessons in French? How do you say 'I am in....' in French? How do you say what lessons you like in French? TIME How do say the days of the week in French? How do you say the months of the year in French? How do you count from 11 to 31 in French? How do you say when your birthday is in French?	
PE	FUNDAMENTALS I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up. DANCE I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.	GYMNASTICS I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can complete actions with increasing balance and control. I can provide feedback using key words. I can use matching and contrasting actions in a partner sequence. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. BALL SKILLS I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.	YOGA I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel. I can move from one pose to another considering my breath. I can provide feedback using key words. I can work with others to create a flow including a number of poses. I show some stability when holding my yoga poses. KARATE	DODGEBALL I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games. KARATE	TENNIS I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. FOOTBALL I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.	ATHLETICS I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best. FOOTBALL I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.
RHE	FAMILIES AND RELATIONSHIPS What happens if there is a problem in our family? How can we resolve problems with our friends? How does bullying affect people? How can we communicate well? Why is trust important? In what ways can people be different? Why is it important to respect our differences? What stereotypes are there? How do people get stereotyped because of their age? HEALTH AND WELLBEING How can you plan for a healthy lifestyle? What relaxation stretches do you know? What is special about you? What are your strengths and how can they help others? What can you do to make something difficult more achievable? How can you set personal boundaries? Why is healthy eating and dental health important?		SAFETY AND MY CHANGING BODY How can you help in an emergency? What should you do if someone has been bitten or stung? Why is it important to be kind online? What is cyberbullying? Are all emails genuine? What choices can I make for myself and what choices do other people need to make for me? Who or what can influence our decisions? How do you stay safe near roads? CITIZENSHIP What is the UN Convention on the rights of the child? What are the different responsibilities of children and adults? How does recycling help the environment? What are the different groups in our community? How do charities help people and how can we support charities? How does our local democracy work?		ECONOMIC WELLBEING How do people pay for things? What does budgeting mean? How do people feel about money? What happens when people spend money? What careers do people have? Can anyone do any job? TRANSITION What opportunites and responsibilities doing we get as we get older? How can we deal with change?	
RE	SHARING AND GIVING What was The Widow's Gift? What did The Rich Fool do? What is the Harvest Festival? How do Christians celebrate the Harvest festival? ADVENT What is the Annunciation to Mary? What customs and rituals take place during Advent? How can you help people in need at Christmas time?		WHAT MAKES A LEADER? What makes a good leader? What qualities should a good leader have? How do we choose leaders in our community? What was Jesus like as a leader? How can we care for our community? EASTER STORY What is the Easter story? What was the last supper?		THE QU'RAN What is the Creation Story? What were the stages when God was creating the Earth? What is the Qu'ran? How is the Qu'ran different and similar to the Bible? PILGRIMAGE AND LEADERS IN PLACES OF WORSHIP What is the difference between an ordinary journey and special journey? Why do people make special journeys to places of religious significance? What does pilgrimage mean? Why is Jerusalem an important place for Christians? What different places of worship are there? Who are the leaders of these places of worship? Where is a Buddhists place of worship?	

Year Four

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	THE GREEN SHIP Quentin Blake (Picturebook) Shared and narrative writing Writing in role Response to illustration and poetry Setting description Recount Book review	THE IRON MAN Ted Hughes (Classic Text) Diary entry writing Persuasive letter Poetry	ARTHUR AND THE GOLDEN ROPE Joe Todd-Stanton (Picturebook) Poetry Play script (Television advert) Storytelling and mapping Newspaper article Diary entry Narrative writing Poetry (Kenning)	STARS WITH FLAMING TAILS Valerie Bloom (Poetry) Rhyme and Rhythm Wordplay Echo Verse, Rondel, Reverse Verse Limericks and Riddles Elfje and cinquains Ideation	BLUEST OF BLUES Fiona Robinson (Non-fiction) Writing instructions Diary entry Non Fiction writing Create a glossary Letter of application Balanced argument Biography	THE BOY AT THE BACK OF THE CLASS Onjali Q.Rauf (Novel - Building reading stamina) Text marking Debate (opposing views and extremes of opinion) Understanding the value of language choices
SPAG	Nouns adjectives Question marks Verbs and adverbs Exclamation marks Apostrophe for missing letters	Pronouns and possessive pronouns Conjunctions Paragraphs Articles and determiners Clauses Commas to separate clauses	Noun phrases Commas after introductions Adverbial phrases Commas practise Fronted adverbials Apostrophe for single possession	Apostrophe for plural possession Apostrophe practise Prepositions Present and past tense	Verbs with ing Punctuating speech Punctuating speech with question or exclamation mark	Past tense with have Staying in the same tense Headings and subheadings Verb agreement Negatives
Maths	White Rose Maths PLACE VALUE ADDITION & SUBTRACTION AREA MULTIPLICATION & DIVISION A		White Rose Maths MULTIPLICATION AND DIVISION B LENGTH & PERIMETER FRACTIONS DECIMALS A		White Rose Maths DECIMALS B MONEY TIME CONSOLIDATION SHAPE STATISTICS POSITION & DIRECTION	
Science	ELECTRICITY Why do some circuits work and some not? What devices are powered by battery? What are conductors? What are insulators? SOUND How are sounds made? Can sound travel through solid, liquid and gas? What happens to sound as it gets further away? What is pitch?		STATES OF MATTER What is a solid/liquid/gas? What are some properties of a gas? What is evaporation? What is condensation? What are the stages of the water cycle? LIVING THINGS & THEIR HABITATS What is an invertebrate/vertebrate? What are the environmental issues/problems of our local environment (cutting by Co-Op) and what can we do about it?		ANIMALS INCLUDING HUMANS What is a molar/canine etc. and what are their functions? What are the parts and function of the digestion system? What is a producer? Where does a mouse fit in the food chain?	
Geography			WHY ARE RAINFORESTS IMPORTANT TO US? What is a rainforest? Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? How is our local woodland used?		WHERE DOES OUR FOOD COME FROM? How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our local food come from? Are our school dinners locally sourced? Is it better to buy local or imported food? WHAT ARE RIVERS AND HOW ARE THEY USED? What is the water cycle? How is a river formed? Where can we find rivers? How are rivers used? What can we find out about our local river? What features does our local river have?	
History	Britain's settlement by Anglo-Saxons and Scots Why, where and when did the Scots and Anglo-Saxons invade Britain? Where did Anglo-Saxons settle and what did they name the places they settled in? What was an Anglo-Saxon village like? What jobs did Anglo-Saxon villagers do? What Anglo-Saxon artefacts have been found? What do they tell us about their culture? What were some of the religious beliefs of early Anglo-Saxon people? Which gods did the Anglo-Saxons worship? Who was influential in converting the Anglo-Saxons to Christianity? What were some important Anglo-	Viking and Anglo-Saxon struggle for the Kingdom of England When did the Vikings come to Britain? Where did the Vikings come from? Why did the Vikings raid Britain? Who were some Anglo-Saxon kings? How did the Anglo-Saxon kings fight against the Vikings?	Viking and Anglo-Saxon struggle for the Kingdom of England Who was Ethelred II? When and why was Danegeld introduced? What were the key aspects of Viking life? How did the legal system work in Anglo-Saxon and Viking Britain? How did the last Anglo-Saxon kings shape Britain?			
Art	ANGLO-SAXONS What are the features of Celtic/Anglo-Saxon designs? How does the hardness of the pencil makes a difference to the line/tone? Can you explore different types of brooches from Anglo-Saxon research? How did you make a representation of an Anglo-Saxon brooch using craft materials? PERSPECTIVE What is perspective? What is the vanishing point? Can you spot it in famous works of art? What is the horizon? Can you spot it in famous works of art? What is atmospheric perspective? Can you spot it in photographs? How do artists use scale to show perspective? Identify size of objects, tones fading, layers etc. Can you use your understanding of one-point perspective to create own artwork of a city street? Can you use your understanding of atmospheric perspective to create an image? Create image showing aerial perspective using layers of coloured paper and pen drawn silhouettes.		Learn about Picasso through research. Examine and comment upon examples of Cubist portraits. Copy some cubist images. Use ICT to create own artworks using copy and paste. Design own Picasso style cubist face and create in clay. Complete half drawn cubist face in appropriate style and colour. Review work on colour mixing done previously - primary & secondary. Introduce ch to tertiary colours and practice mixing. Can you describe Klee's style? Examine and label examples of Klee's cityscapes. Design own cityscape of Barrow using Klee's style. Draw and paint Barrow 'Klee' using tertiary colours.		Europe Topic Examine key pieces of art from Major European cities e.g. Mona Lisa, The Night Watch, Gaudi Buildings, Guernica, The Scream, Magritte, The Kiss, The girl with a pearl earring etc. Learn terminology linked to images such as foreground, background, contrast, composition, relief. Ch to create own art based on a famous piece from Europe e.g. The Last Supper with their own family, The Night Watch with their football team etc.	
DT	MECHANICAL SYSTEMS: MAKING A SLINGSHOT CAR What is air resistance? How does the shape of a moving object affect how it moves? What does aesthetics mean? What is a template? What is a birds-eye view? What are graphics? How can you assess and evaluate design ideas and models? TEXTILES: FASTENINGS What is a fastening? What are some different types of fastenings and what are they used for? Why is creating a mock up (prototype) of your design useful?		STRUCTURES: PAVILIONS What is a pavilion? What is cladding used for? What are aesthetics? What does function mean? What is a target audience? What do architects consider when designing? COOKING AND NUTRITION: ADAPTING A RECIPE What does 'quantity' mean in a recipe? Why are safety and hygiene important when cooking? What are these cooking techniques: sieving, measuring, stirring, cutting out and shaping? Why is budgeting important while planning ingredients for biscuits? What is a target audience? Can you give some examples?		ELECTRICAL SYSTEMS: TORCHES Why must an electrical circuit must be complete? How can a switch can be used in an electrical circuit? What are the features of a torch? What is the history of the electric light bulb?	
Music	DJEMBE PATTERNS Can you copy the rhythm? How do you strike the drum/where do you place your hands? GLOCKENSPIEL 1 Show me how you strike the Glockenspiel/hold the beater? What does this note mean, is it high or low?		SHOW SONGS SHOW SONGS		MAMMA MIA GLOCKENSPIEL 2 Have you composed your own music/can you play it for me?	
Computing	Creating Content - Text & Graphics Presentations – Google sheets, shortcuts, Design & Layout Do ch recognise good design features? Do ch produce a suitable presentation? Programming Logo – debugging, Procedures, Intro to Scratch Can ch explain how program describes action of sprite? Can ch draw flower using procedures? Can ch correct errors in scratch?		Data Handling Collect & graph data – Skittles colours. Collect & present data Can ch choose appropriate type of graph? Can ch design appropriate collection method? Programming Lego WeDo – make models with sensors & program Algorithm from monster instructions Can ch program WeDo model to do what they want it to?		Simulations & Spreadsheet Modelling Cubist art Make bedroom plan then copy & alter to make dream bedroom Can ch adapt design to fulfil new design brief? Examine how number patterns etc. can change Can ch explain and predict changes in patterns / numbers?	
French	ALL AROUND TOWN Where do you live? Can you describe your town? How do you count in Tens? How do you count to 100 using songs and rhymes? Where do you live? How do you say...?		GOING SHOPPING How many fruits can you name? What is the name of this vegetable? Where can I buy.....? I can name most of my clothing in French French money Let's go Shopping		HOLIDAYS AND HOBBIES	
PE	FITNESS I can collect and record my scores and identify areas I need to improve. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working over a period of time. I understand there are different areas of fitness and that each area challenges my body differently. HOCKEY I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	CRICKET I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game. DANCE I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working	ROUNDERS I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game. GYMNASTICS I can explain what happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.	SWIMMING I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] TAG RUBGY I can stop and change direction to avoid bumping into others. I can use a side stepping action to view the space. As an attacker what can I do to move away from the defender?	ATHLETICS I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best. TENNIS I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.	SWIMMING I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] YOGA I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I can provide feedback using key terminology and understand what I need to do to improve. I can transition from pose to pose in time with my breath. I can work collaboratively and effectively with others. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another.
RHE	FAMILIES AND RELATIONSHIPS How can we be polite in different situations? What are 'boundaries'? How can we make other people happy? How does making other people happy make me feel? What impact can bullying have on people? How can bystanders stop bullying? What is the negative impact of stereotypes? What are the differences and similarities between families in other countries? How can we try to help people following a bereavement?		HEALTH AND WELLBEING How do we look after our teeth? How can mistakes be useful? What can you do for yourself that makes you happy? What are some different emotions? What is mental health? SAFETY AND MY CHANGING BODY Why are there age restrictions on online sites? What are the benefits and risks of sharing material online?		SAFETY AND MY CHANGING BODY How have you changed physically since you were a baby? How will your body change before you become an adult? How can you stay hygienic during puberty? What are the risks of smoking and the benefits of not smoking? CITIZENSHIP What are human rights and why are they important? What are some groups in our local community and how do they help our community? What are the benefits of diversity in our community? What does a local councillor do? ECONOMIC WELLBEING What is value for money? Why is it important to keep track of your money? What ways do we have of keeping our money safe? What goals have you set yourself for Y5?	
RE	CHRISTIANITY JESUS How do we celebrate Harvest Festival? Who was Jesus? What do you know about Jesus? ADVENT RITES OF PASSAGE What do Christians believe about marriage? How are muslim weddings arranged?		CHRISTIANITY TEN COMMANDMENTS PASSOVER Why is Jerusalem special for Jesus? EASTER What happened to Jesus on Good Friday/Easter Sunday? Who visited Jesus' tomb? PILGRIMAGES AND SPECIAL JOURNEYS What is a pilgrimage? Where do some Buddhists go on pilgrimage?		TORAH What does Torah mean? Where do Jewish people worship? RELIGIONS IN OUR COUNTRY What can you recall about Christianity/Judaism/Islam/Hinduism?	

Year Five

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	CURIOSITY: THE STORY OF A MARS ROVER Markus Motum (Non-fiction) Non-chronological Report, Newspaper Report, Persuasive Writing, Biography Writing.	#	THE ADVENTURES OF ODYSSEUS Daniel Morden (Traditional Tale) Script Writing, Diary Entry, Poetry Writing, Debate, Report Writing, Narrative Writing.	COSMIC DISCO Grace Nicols (Poetry) Poetry Writing, Performing Poetry.	TWITCH MG Leonard (Contemporary fiction-novel, building reading stamina) Balanced Arguments, Research and Information Writing, Descriptive Writing, Poetry Writing, Explanatory Writing, News Report Writing.	THE PROMISE Nicola Davies (Picture Book) Descriptive Writing, Role Play, Narrative Writing, Persuasive Writing, Balanced Arguments
SPAG	Spelling- Year 5/6 Words Full Stops and Capital Letters, Proper Nouns, Adverbs of Possibility, Converting Nouns and Adjectives into Verbs, Tenses: Past and Present Progressive and Present Perfect, Apostrophes for contractions and possession, Possessive Plural Apostrophes, Expanded Noun Phrases.	Spelling- Year 5/6 Words Adverbs, Modal Verbs, Verb Prefixes, Prepositions, Using Inverted Commas.	Spelling- Year 5/6 Words Prefixes, Coordinating Conjunctions, Parenthesis, Commas for Meaning and Clarity.	Spelling- Year 5/6 Words Determiners, Suffixes, Subordinating Conjunctions, Linking Paragraphs with Adverbials, Direct and Indirect Speech.	Spelling- Year 5/6 Words Pronouns and Possessive Pronouns, Word Families, Subordinate Clauses, Writing Cohesive Paragraphs, Parenthesis- Commas, Homophones.	Spelling- Year 5/6 Words Adverbials, Fronted Adverbials, Dictionary Work, Relative Clauses, Editing and Evaluating, Parenthesis- Dashes.
Maths	White Rose Maths PLACE VALUE ADDITION AND SUBTRACTION MULTIPLICATION AND DIVISION FRACTIONS		White Rose Maths MULTIPLICATION AND DIVISION FRACTIONS DECIMALS AND PERCENTAGES PERIMETER AND AREA STATISTICS		White Rose Maths SHAPE POSITION AND DIRECTION DECIMALS NEGATIVE NUMBERS CONVERTING UNITS VOLUME	
Science	EARTH AND SPACE How does the Earth move around the sun? How does the moon move around the Earth? What are the names of the planets in our solar system? Can you explain day and night? FORCES What is gravity? Who is Sir Isaac Newton and what unit is the unit of force named after him? What is friction and what effect does it have? What is air resistance and what effect does it have? What is water resistance and what effect does it have? Which mechanical devices do we use in everyday life to help us to [illegible] and make tasks easier?		LIVING THINGS AND THEIR LIFE CYCLES What are the different types of reproduction? How do plants can reproduce asexually? What is the life cycles of some non-flowering plants? Can you explain the life cycle of humans? Can you explain the main difference in the life cycles of mammals and birds? Can you explain the life cycle of butterflies and frogs? Can you explain any other insect & amphibian life cycles? Can you tell me about David Attenborough and Jane Goodall? HUMAN GROWTH AND DEVELOPMENT Can you describe the changes as humans develop to old age? Can you identify the changes experienced in puberty? Can you research the gestation periods of other animals and compare them with humans?		PROPERTIES AND CHANGES OF MATERIALS How can you compare and group together everyday materials on the basis of their properties? Which materials will dissolve in liquid to form a solution? How can you recover a substance from a solution? How can mixtures be seperated? Can you conduct a comparative fair test? What are reversible changes?	
Geography	WHAT IS LIFE LIKE IN THE ALPS? Where are the Alps? What is it like in the Alps? Why do people visit the Alps? How are the Alps different from our local area? What is life like in the Alps?		WHY DOES POPULATION CHANGE? How is global population changing? What are birth and death rates? Why do people migrate? How is climate change impacting population? How is population impacting our environment?		WOULD YOU LIKE TO LIVE IN THE DESERT? What is a hot biome? Where are deserts located? What physical features are found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in the desert?	
History			ANCIENT GREECE What other periods of history were around at the same time as the Ancient Greeks? How might the Greeks have had contact with the Romans? What do you already know about the Ancient Greeks? Can you locate Greece on a map of Europe? Can you create a timeline of the main events that occurred in Ancient Greece? What does BC and AD mean? What was the relationship between Athens and Sparta? What was life different for boys and girls in Athens and Sparta? Which city state would you have preferred to live in and why? What is a democracy? What is a debate? Can you name the 3 main types of columns that can be featured in a Parthenon? What was an Ancient Greek house like? Who was Alexander the Great and why was he an important figure? How was Ancient Greek warfare different to today? What happened in The Battle of Marathon? What were the religious beliefs of the Ancient Greeks? Can you name any of the Greek gods/goddesses? How were the Ancient Olympic Games different to today? Can you name one of the Ancient Greek philosophers and what they taught us? What were the main events in The Trojan War? What did Ancient Greeks eat, drink and wear? How have the Ancient Greeks taught us that we still use today?		ANCIENT EGYPT What do you already know about Ancient Egypt? Can you locate Egypt on a map? What does a timeline of Ancient Egypt look like? Why was the Nile so important to Egyptian civilisation? How did Ancient Egyptians farm and trade? Who were the Pharaohs and what was their role? What did Ancient Egyptians believe? Why and how did the Egyptians build pyramids? What was life like for Egyptian women and children? What did Ancient Egyptians believe about the afterlife? Can you explain the process of mummification? Who were the famous Egyptian gods and goddesses? How did the Ancient Egyptians record their language? Who was King Tutankhamun? Why was Cleopatra famous? Why did Ancient Egyptian civilisation come to an end? How is modern Egypt different from, and similar to, Ancient Egypt?	
Art	SPACE Who is Peter Thorpe? What are the key features in Peter Thorpe's art work? What kind of materials does Peter Thorpe use in his art work? How can you use pastels and ideas inspired by Peter Thorpe to create your own artwork? What is perspective art? Can you use perspective accurately to create a piece of artwork looking at the Earth from space? SKETCHING Have you used pointilism within your sketches? Can you draw an object from memory? Can you draw an object using observational skills? Can you use pencils to sketch one part of an object accurately showing lots of detail?		SELF-PORTRAITS Can you apply techniques to sketch a human face in the correct proportion? Can you use fine details to create realistic portraits? Can you draw a face in correct proportions? ROMERO BRITTO Who is Romero Britto? What are the key features in Romero Britto's art work? From a traced outline, can you create a self-portrait in the style of Romero Britto? GREEK ART Why is symmetry and structure important in Greek artchiecture? Examine Greek temples, buildings and discuss the different features. Using sketching skills and examples, can you sketch your own samples of Greek colossums? Can you use the art straws to make your own model of a Greek temple? Can you use clay to make your own model of a Greek vase?		EGYPTIAN ART Can you use your sketchbook to sketch and design your own sarcophagus? Can you design and create your own patterned sarcophagus in both a black and white and coloured format? Can you sketch your name in hieroglyphics? Inside your sarcophagus, can you write your name in hieroglyphics? What are the main decorative features in Tutankhamun's funeral mask? Can you recreate Tutankhamun's funeral mask using either paint or collage? Can you use the Egyptian style headdress to create your own? Can you design and make a canopic jar? LANDSCAPE DRAWING Compare the features in landscape art work, what shapes and colours are present? Can you use your sketching skills to sketch features on the residential? Can you use a range of watercolours effectively within your landscape? SURREALISM - CHAGALL/MAGRITTE/MIRO What are key aspects which makes art surreal? Can you draw from memory to create your own art work in a surrealism style? Looking at the art work of Chagall, Magritte and Miro, how do the pictures make them feel? What are the artists trying to convey? What is important about their artwork? Using either drawing or collage, can you create a composition of things which are important to you in the style of Chagall? Identify different features of Magritte, can you draw something and what it may look like in the future? Can you create a picture in the style of Miro?	
DT	ELECTRICAL SYSTEMS: DOODLERS What is a series circuit? What happens when there is a break in a series circuit? What does an electric motor do? What is a motorised product? What does product analysis mean? MECHANICAL SYSTEMS: POP-UP BOOK What is the function of mechanisms? How can you change one kind of motion into another? How can you use sliders, pivots and folds to create paper-based mechanisms? What is a design brief? Why do designers often want to hide mechanisms?		COOKING AND NUTRITION: DEVELOPING A RECIPE Why might recipes need to be adapted? What can you use a nutritional calculator for? What does 'cross-contamination' mean? Why do we use coloured chopping boards? Where can we find nutritional information about foods?		NG DEVICES What is meant by monitoring devices? Explain briefly the development of thermometers from thermoscopes to digital thermometers. Can you write a program that monitors the ambient temperature and alerts someone when the temperature moves from a specified range? Can you identify errors (bugs) in the code and ways to fix (debug) them? Can you describe the development of plastic and how is it now affecting planet Earth? Can you build a variety of brick models to invent Micro bit case, housing and stand ideas? Can you explain key pros and cons of virtual modelling vs physical modelling? Can you describe the name and use of key tools used in CAD) software? STRUCTURE: BRIDGES Can you identify stronger and weaker shapes? Do you recognise that supporting shapes can help increase the strength of a bridge? Can you identify beam, arch and truss bridges and describe their differences? Can you use triangles to create simple truss bridges that support a load (weight)? Can you cut beams to the correct size, using a cutting mat? Can you complete a bridge, with some help?	
Music	CHARANGA - JAZZ Keyboard, composition and performance CHARANGA - LEAN ON ME		SHOW SONGS		CHARANGA - MAKE YOU FEEL MY LOVE Singing, keyboards, glockenspiel and percussion performance CHARANGA - Ukelele course	
Computing	Spreadsheet Modelling Digital imaging – manipulating Intro to formula in spreadsheets Why is a spreadsheet useful? What did people use before spreadsheets? How does the media manipulate images for a variety of effects? Creating Content - Text & Multimedia Collaborative work, Keyboard skills Creating content for different audiences & choosing appropriate software Can you use collaborative tools effectively? Can you produce appropriate presentation with formatting etc?		Intro to 3D printing Can you use guided design to construct a model? Creating content – sound Create & edit sounds add effects etc. Can you create and edit sound clips? Data Handling Can you present data? Can you interrogate a database? Can you explain different types of data?		Programming 2DIY – make simple games Can you explain input and output in a program? Scratch – design & program maze game Do you solve problems in stages? Are programs as clear and simple as possible?	
French	PLEASED TO MEET YOU How do you demonstrate your prior learning from previous units? Can you say a simple future sentence? How do you give an intention for the immediate future? How do you use body language or gesture to help understand? How do you say how you are feeling? Can you follow a simple story and recognise key vocabulary? Can you present information about yourself with support?		FAMILY AND FRIENDS Can you identify and introduce some of their relations? Can you name some common pets? Can you recognise some rooms in their home?		SCHOOL LIFE Can you listen and respond to topic vocabulary? How do you demonstrate understanding with actions? Can you write sentences converting le/la to un/une? Can you answer questions using the topic vocabulary? Can you express simple opinions?	
PE	SWIMMING I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] DANCE I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.	FITNESS I can analyse my performance in relation to the fitness component being used. I can work with others to manage activities. I demonstrate good balance and control when performing other fundamental skills. I show accuracy and power when throwing for distance. I understand the different components of fitness and how they help me in other activities. I understand what my maximum effort looks and feels like and I am determined to achieve it. GYMNASTICS I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.	SWIMMING I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] FOOTBALL I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play honestly and fairly. I understand there are different skills for different situations and I am beginning to apply this.	YOGA I am confident to lead others through poses and flows. I can create a yoga flow individually and with others. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology and can use feedback provided to improve my work.. I can use my breath to move from pose to pose. I show balance, strength and flexibility whilst holding yoga poses. ROUNDERS I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	ATHLETICS I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance. CRICKET I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	TAG RUGBY I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. TENNIS I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.
RHE	FAMILIES AND RELATIONSHIPS What makes a good friend? Why are friends important? What could you do if you have a problem with a friend? What is marriage? Why might people get married? What is 'self-respect'? Who can help you if something makes you feel unhappy or unsafe? Why is it not a good idea to keep secrets? What makes someone bully someone else? Can you perform some yoga poses, following the instructions from a video, and describe how yoga makes you feel? Can you describe how you can get a good night's sleep and explain why this is important? Can you describe why you should embrace failure? Can you describe a strategy to help manage feelings of failure and to help you to achieve them? What goals can you set yourselves and how will you achieve them? Can you describe a range of feelings and suggest two ways of dealing with a difficult situation? What are calories and how can you use them to help plan healthy meals? What are the food groups and why is having a variety of food important for having a balanced and healthy diet? How do we keep safe in the sun and what are some of the risks, now and in the future, if you don't keep safe?		SAFETY AND MY CHANGING BODY What is safe to share online and what do you do before sending a message? Can you identify possible dangers online and suggest ways to stay safe? Can you accurately name all the relevant parts of the body? Do you understand the changes your own gender will go through during puberty? Can you list the range of changes you will go through during puberty? Can you assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required? Do you understand that other people can influence your decisions but you have the right to make your own choices? HIP Do you know what happens when someone breaks the law? Do you understand what rights are and that freedom of expression is one of these rights? Do you understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this? Do you understand how people contribute to society? Do you understand the role of pressure groups? Do you understand the basics of how parliament works?		ECONOMIC WELLBEING Can you prioritise needs over wants? Can you manage a weekly budget? Do you understand the responsibilities and consequences of borrowing and loaning? Can you recognise the risks and considerations associated with spending money online? Can you explain why workplace stereotyping needs to be challenged? Can you describe how interests and skills align with future careers? Do you understand the skills needed to take on responsibilities in school?	
RE	HARVEST 'Dependence' Who were the Israelites? Can you recount the story of the Israelites? Which religion celebrates Sukkot and why? How is Sukkot celebrated? Can you describe the similarities and difference between Sukkot and Harvest? EPIPHANY What does Epiphany celebrate? Where did the star lead the 3 wise men? How do we know about this story? How are Epiphany stories different in Christianity and Judaism? Why do we give gifts at Christmas?		PASSOVER Which religion celebrates Passover? Why is Passover celebrated? Can you recount the story of the plagues? How many of the plagues can you recall? How did the Israelites protect their houses from the final plague? What happens during Passover? What is The Seder Plate? What food and drink is consumed during Passover? EASTER What events happened in Holy Week? What happened at The Last Supper? What happened in The Garden of Gethsemane? Can you describe the emotions of those who were present at The Last Supper and The Garden of Gethsemane? What is Holy Communion and which religion of people carries out this ritual? What is Passover and which religion celebrates this? Can you describe similarities and differences between The Last Supper, Holy Communion and Passover?		PLACES OF WORSHIP - BUDDHISM Can you name the five largest religions of the world? What was the Buddha's real name? Can you retell the story of Siddhartha Gautama becoming Buddha? What important lesson did Siddhartha Gautama learn? What does Karma mean? What is the Eightfold Path? What are the Four Noble Truths? Where do Buddhists worship? SACRED TEXTS, SIGNS & SYMBOLS What does 'sacred' mean? Which religions sacred text is the Tripitaka? Can you name 5 things you know about the Tripitaka? Can you name the symbols that relate to Buddhism? Other than praying how else do people engage in worship?	

Year Six

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	Shackleton's Journey Personal recount of a journey Fact file Research Formal letter William Grill Research a character Biography Drama/role play/hot seating Descriptive setting - The Sea Use of model texts and wagolls Weekly comprehension / skills Broken Narrative	Shackleton's Journey Research animal Non-chronological report Writing in role - diary Poetic language Informal letter home Use of model texts and wagolls Weekly comprehension / skills	The Explorer Katherine Rundell Comprehension Research Character profiles, Diary, Descriptive setting Instructions to make rainforest shelter Weekly comprehension / skills	The Explorer Katherine Rundell Comprehension Postcard - informal Descriptive setting, 1st person journal. Weekly comprehension / skills	The Highwayman Comprehension - VIPERS Grammar Figurative language, Diary, Newspaper report Dialogue Literacy shed: Teeth	Tbc Victorians Comprehension Diary writing Persuasive leaflet Factual writing about Victorian invention/inventor Literacy shed : Alma, Titanium, So good for me
SPAG	SPaG Spelling - y5/6 words Punctuation - !s, ?, ! Bullet points, apostrophes for contraction, apostrophes for possession, inverted commas, commas, sentences Grammar – types of nouns, parts of speech, pronouns, possessive pronouns verbs, phrases, clauses	SPaG Spellings - 100 list, root words, prefixes: auto, trans, bi, tri, un, de, im, in suffixes: shun, shul Punctuation - bullet points, apostrophes for contraction, inverted commas, commas, apostrophes for possession Grammar - phrases and clauses, relative clauses & relative pronouns, adjectives	SPaG Spelling – 100 y5/6 spelling list, shun, shus, shul Punctuation - brackets, parenthesis, commas, dashes Grammar - prepositions standard / non standard, parenthesis, formal and informal, modal verbs, subject and object, relative clauses, passive and active voice, cause and effect conjunctions	SPaG Spelling – suffixes: able, ible, ably, ibly, ant and ent, ance, ence, ancy, ency, silent letters Punctuation - commas for clarity, semi colons, colons, inverted commas Grammar - active and passive voice, articles and determiners, verbs from nouns, antonym / synonym, word families, adjectives from nouns simple and progressive tenses, relative clauses /pronouns, past perfect and present perfect, subjunctive form, past progressive, present progressive	SPaG Spelling - able, ible, ably, ei after c, shun sound, cial tial, ant / ent Punctuation - commas for clarity, semi colons, colons, inverted commas Grammar - active and passive voice, articles and determiners, verbs from nouns , antonym / synonym, word families, adjectives from nouns simple and progressive tenses, relative clauses /pronouns, past perfect and present perfect, subjunctive form, past progressive, present progressive	SPaG Revision and consolidation of ks 2 grammar and punctuation. Revisiting words from year 5 and 6 spelling list.
Maths	White Rose Maths PLACE VALUE ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION FRACTIONS PERCENTAGES AREA AND PERIMETER CONVERTING MEASURES		White Rose Maths RATIO ALGEBRA/FORMULAS FRACTIONS, DECIMALS AND PERCENTAGES ANGLES AREA, PERIMETER, VOLUME STATISTICS CONVERTING MEASURES POSITION, REFLECTION, TRANSLATION 2D AND 3D SHAPE		White Rose Maths REVISION FRACTIONS, DECIMALS, PERCENTAGES SHAPE AND TESSELLATION ALGEBRA MONEY AND SHOPPING BUDGETING	
Science	EVOLUTION AND INHERITANCE What is inheritance? What is a characteristic? Which features can be passed onto offspring? How are animals adapted to their environment? What features do animals and plants need to survive? What is a fossil? How are they formed? What can fossils tell us? LIVING THINGS AND THEIR HABITATS How are living things classified? What are differences between living things in different classified groups? What are similarities between living things in different classified groups? What are your reasons for classifying living things into these groups? What are the 5 main broad groups? What different diets do living things have? What different types of skeletons are there? What is similar and different about these skeleton types? Can you make a classification key? How can we classify plants?		LIVING THINGS AND THEIR HABITATS What is a microorganism? Are microorganisms good or bad? What is an example of a microorganism? What are the main groups for classifying microorganisms? What is a food chain? Can you create your own food chain? Can you investigate microorganisms? ANIMALS INCLUDING HUMANS - CIRCULATORY SYSTEM What is the circulatory system? How does our heart work? How does exercise affect my heart rate? What does the blood transport around the body? How can I live a healthy lifestyle? What can damage our health?		LIGHT How does light travel? Which materials make the best reflectors? How does the eye work? How do shadows change during the day? Why do objects look different in water? How do mirrors work?	
Geography	WHY DO OCEANS MATTER? What is the water cycle? Describe it How is the ocean used for human activity? How does the ocean help to regulate the Earth's climate and temperature? What country is the Great Barrier Reef part of? What are the benefits of the Great Barrier Reef? How do humans impact the oceans? What are the consequences of this? What actions can be taken to help support healthy oceans? Which data collected method would be best for marine fieldwork? Why? Can you collect data using a tally chart, photographs and a sketch map? How can you safely navigate the fieldwork environment? How can a marine environment be improved? Can you present your data using a tally chart or a pie chart?		WHERE DOES OUR ENERGY COME FROM? Why is energy important? What are some examples or sources of energy and their trading routes? What are the definitions of renewable and non-renewable energy? What are the benefits of different energy sources? What are the drawbacks of different energy sources? What is the significance of the Prime Meridian? What are the human features on a digital map? How has transport links changes over time? Where are UK cities on a map? Can you identify and justify the location of energy sources? Can you design and use interview questions? Can you plot points on a sketch map?		WHAT ARE SOME ISSUES IN OUR LOCAL AREA? What questions can you ask to find out relevant data? What data collection method will be most suitable and why? Can you design an accurate data collection template? What areas along a route will be best for your data collection? What are the potential risks? What data have you collected? What outcomes have come from this? What is the enquiry process?	
History	MAYA When and where was the Mayan civilisation? What was happening in Britain / Europe at this time? How did the Maya adapt to their varied lands and territories? How does this compare to Vikings? How have archaeologists found out about the Maya, and what do they still want to know? What was a Mayan city state like? How is this similar/different to Roman settlements? What roles and responsibilities did a Mayan ruler have? How does this compare to other rulers we have learnt about in history?		MAYA What did the Maya eat, drink and wear? What were their belief systems? How does this compare to Viking, Christian, Roman and Greek beliefs? How was astronomy important to the Maya? Which other civilisation studied astronomy? Stonehenge? Why do historians think the Mayans were great writers? How can they be compared to Egyptian writing, Stoneage, Vikings and in other historical sources? What are the different theories about what happened to the Maya?		THE HISTORY OF BARROW Who were the Victorians? Why was Queen Victoria an important monarch? Which famous inventions came from the Victorians? How did this bring about change? What was the Industrial Revolution? How did this affect Barrow? How did the Victorians respond to the new railways? How did they contribute to the growth of Barrow? How did Barrow grow and can you find examples of Victorian architecture in our locality? Can you research one aspect of life for children in Barrow and compare this to other historical knowledge? E.g. children's lives, the role of women in society, crime and punishment etc.	
Art	How do you use your sketchbook to record features of work by artists? How are your ideas for your own artwork based on the work of others? What comparisons and contrasts can you make with artists studied previously? How can we use basic shapes to draw? How can we create value/tone and shading? Can you describe different styles of drawing? Can a doodle be art? How can we draw in a geometric style? Who is Okuda San Miguel? How do I create tones, tints and shades of a colour? How can I use analogous colours? How can I use composition to create a visual mixed media piece? How can I explore my own style of drawing and evaluate my artwork? What features of an artist/illustrator do you use to create my own artwork? (William Grill) Can you show control and precision over use of chosen media? What are the features of artefacts and cultural images from Maya Civilisation? MAYAN ART / DAN FENELON/ Can you use skills and creativity to create Christmas Crafts?		How do you use your sketchbook to research and identify features / elements of paintings by a well known artist? What comparisons and contrasts can you make with artists studied previously? Can you explore and record ideas to create your own work in style of Henri Rousseau? How can you effectively use graded pencils to create value, line, textures, form? How can you use collage to create artwork in the style of Henri Rousseau? What desired effects eg. depth of colour, wet on dry, wet on wet, mixing/bleeding and blooms, can you use and develop using watercolours? Can you use water colours effectively in your own painting? HENRI ROUSSEAU Can you use wax resist method to batik an image?		How do you use your sketch book to record your observations and use them to review and revisit ideas? What comparisons and contrasts can you make with artists studied previously? Can you talk about, compare, explore and reflect on the work of William Morris and other Victorian artists? How do you create a wallpaper flora/fauna image in the style of William Morris? How do you use a computer to create a repeated pattern? What can you find out about Victorian architects and architecture? Can you talk about, compare images, features of work, content and source material of Pop Art Movement. How have you developed skills in using pastels, repeated images, sculpture? Can you use patterns and controlled use of wax resist with understanding of the process? WILLIAM MORRIS / VICTORIAN ARTISTS / POP ART	
DT	STRUCTURES: PLAYGROUNDS Can you create five apparatus designs, applying the design criteria to their work? Can you make suitable changes to yourwork after peer evaluation? Can you make roughly three different structures from your plans using the materials available? Can you complete your structures, improving the quality of their rough versions and applying some cladding to a few areas? Can you secure their apparatus to a base? Can you make a range of landscape features using a variety of materials which will enhance your apparatus?		MECHANISMS/MECHANICAL SYSTEMS: AUTOMATA TOYS Can you mark, saw and cut out the components and supports of your toy with a varying degree of accuracy to the intended measurements? Can you follow health and safety rules, taking care with the equipment? Can you attempt a partial assembly of your toys using an exploded-diagram, following a teacher's demonstration? Can you develop a design idea with some descriptive notes? Can you explore different cam profiles and choose three for your follower toppers with an explanation of their choices? Can you create neat, decorated follower toppers with some accuracy? Can you measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata? Can you decorate and finish the automata to meet the design criteria and brief? Can you evaluate your finished product, making descriptive and reflective points on function and form? ELECTRICAL SYSTEMS: STEADY HAND GAME • Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). • State what they like or dislike about an existing children's toy and why. • Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. • Identify the components of a steady hand game. • Design a steady hand game of their own according to their design criteria, using four different perspective drawings. • Create a secure base for their game, with neat edges, that relates to their design. • Make and test a functioning circuit and assemble it within a case.		DIGITAL WORLD: NAVIGATING THE WORLD • Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. • Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. • Identify errors (bugs) in the code and suggest ways to fix (debug) them. • Self and peer evaluate a product concept against a list of design criteria with basic statements. • Identify key industries that use 3D CAD modelling and why. • Recall and describe the name and use of key tools used in Tinkercad (CAD) software. • Combine more than one object to develop a finished 3D CAD model in Tinkercad. COOKING AND NUTRITION: COME DINE WITH ME • Find a suitable recipe for their course. • Record the relevant ingredients and equipment needed. • Follow a recipe, including using the correct quantities of each ingredient. • Write a recipe, explaining the process taken. • Explain where certain key foods come from before they appear on the supermarket shelf.	
Music	Charanga Keyboard (& world music listening) Keyboard technique, note reading, rhythm, pulse, performing, playing in time, articulation etc Listen & Appraise: Gamelan orchestra from Indonesia. Talk about the importance of good technique in anything you do (football, knitting etc) and music is no different. Using all 5 fingers is important.... Practise - 5-finger exercises (aim to be even and try hard to use correct fingering) // Learn - Four Tune (C, D, E) remind about hand / finger positions if possible to do. Listen & Appraise: Indian sitar music, remind about last week, technique etc Learn - Skipper (C, D, E). Again, try to keep hand position as well as learning notes. Some notes are written on the sheet, many aren't. Listen & Appraise: Australian aboriginal digeridoo music. Remind about last lessons. Importance of hand positions and note learning and remembering. This week an extra note from last week. Learn - Blue Grass Hop (C, D, E, F) Listen & Appraise: Southern USA - Bluegrass (Youtube: 'Southern raised bluegrass performs....'). Learn - Disco Drive (C, D, E, F, G) Listen & Appraise: Traditional Chinese music (Youtube: 'Masterpieces of Chinese Music'.... from 9 mins). Learn - Tip-Toe-ing and Gliding - same tune, different articulation (spiky & smooth version of the same tune) Listen & Appraise: Equador, Pan pipe music.Throughout the topic have time for practising and performing. Revise and perform all / some pieces....		Charanga Classroom Jazz 2 Overview of topic, including reminding of the Jazz 1 course in Year 5. Listening: Bacharach – Anorak. Revise note reading from last term. Begin to learn main tune from Anorak. Listening: Speaking my Peace (Step 2) Continue to learn tune from Anorak and move on to the middle 8. Helping ch. where required with note reading and playing Listening: Take the A Train (Step 3). Last practise and then performance of Anorak in group. Offer ch. chance to perform piece on their own or small group to class. Listening: Meet the Blues (Step 4) 12 Bar Blues... Explain, give examples, Jazz, and used occasionally in pop music. Talk about the make up of chords and how and why they fit with certain notes. Ch. to practise playing an 8 bar pattern, tonic notes of the chords and try it with backing track. Begin to compose own music. Charanga, Keyboards, 8 bar blues backing track. Listening: One O'Clock Jump (Step 6). Give ch. a lead sheet with the 8 bar chord progression. Explain about chords and how to use them. Play examples.. Lots of help / support esp. in writing down the composed music If time, listening to Step 5. Performances of 8 bar compositions. 3 levels: C - If haven't suitably composed, or find it difficult, play chord notes only. B - can 'play in pairs' with partner, at same time or a section each. A - Play composed music on own. Ch. To play whilst backing track is on.		Charanga You've Got a Friend in Me Introduce topic - Carole King. Written many soul music songs. Recorded some herself, but composed lots for other people. Introduce topic - Carole King. Written many soul music songs. Recorded some herself, but composed lots for other people. Listen & Appraise: You've Got a Friend, written and sung by Carole King. Begin learning the Keyboard part to accompany the song. Begin learning the song. Look at the structure of the music. Are there any patterns that you recognise as normal or strange? Listen & appraise: The Loco-Motion, sung by Eva Boyd. (Written by Carole King and Gerry Goffin). Spend time learning the glockenspiel part. Discuss notes and time values etc, but then try to find the time to learn the untuned percussion part too. Talk about how the different parts fit together - certain notes work well together. Lots of different rhythms make it interesting, too. Continue learning the song. Listen & appraise: One Fine Day, by the Chiffons. Written again by Carole King and Gerry Goffin. Recap over previous lessons and the song. Try to fit everything together for a complete performance of the song using three instrumental parts where appropriate. Listen & Appraise: Up On The Roof, by the Drifters. (King & Goffin) Listen & appraise: Will You Still Love Me Tomorrow, by The Shirelles (Goffin & King) Listen & appraise: (You Make Me Feel) Like a Natural Woman, sung by Aretha Franklin, (Goffin & King) Learning and performing songs for Leavers' Assembly	
Computing	Creating Content - Text & Multimedia Collating and organising info, create website; inc. hyperlinks, sound, vids. Review & improve. Can you choose appropriate resources? Can you make a multimedia website? Programming Scratch – open ended challenge e.g create games/ maths quiz for Y3 Do you solve problems in stages? Do you break problems down into simple steps? Can you write / build programs in more than 1 'language'? Can you identify and correct errors in programs?		Data Handling Check data for patterns/ reliability, Review how scale affects presentation of data Interpret complex data, Data protection issues Can you explain anomalies in data? Can you correct inaccuracies? Can you solve enquiries and draw conclusions from their work? 3D Printing Can you follow instructions to create model without template?		Digital Literacy Keeping data secure, sharing photos etc – loss of control Password safety, Social media safety. https://www.commonsense.org/ Are you aware of a variety of issues around keeping safe on the internet, data responsibility, copywrite etc? Simulations & Spreadsheet Modelling How sims are used in real life; wolf/rabbit populations, disaster planning Can you explain patterns in the data? Can you develop your own spreadsheet? Can you calculate and enter appropriate formulae?	
French	LET'S VISIT A FRENCH TOWN Make simple sentences with habiter (to live) Listen to and join in a song Recognise key words and phrases and respond Use gestures to support what they are saying Use a bilingual dictionary with support Identify places in a French town or city Listen for familiar vocabulary Recognise ordinal numbers Recognise a spelling LET'S GO SHOPPING		THIS IS FRANCE ALL IN A DAY		OUR PRECIOUS PLANET MORE TO EXPLORE	
PE	OAA Are you inclusive of others, can share job roles and lead when necessary? Can you orientate a map efficiently to navigate around a course? Can you pool ideas within a group, selecting and applying the best method to solve a problem? Can you use critical thinking skills to form ideas and strategies to solve challenges? Can you work effectively with a partner and a group to solve challenges? With increasing accuracy, can you reflect on when and how successful you are at solving challenges and alter your methods in order to improve? DANCE Can you choreograph a dance and work safely using a prop? Can you lead a small group through a short warm-up routine? Can you perform dances confidently and fluently with accuracy and good timing? Can you refine the way you use actions, dynamics and relationships to represent ideas, emotions, feelings and characters? Are you able to use appropriate language to evaluate and refine your own and others' work? Can you use feedback provided to improve the quality of your work? Can you work creatively and imaginatively on your own, with a partner and in a group to choreograph and structure dances?	HOCKEY Can you create and use space to help your team? Can you dribble, pass, receive and shoot the ball with increasing control under pressure? Are you able to select the appropriate action for the situation and make this decision quickly? Can you use marking, tackling and/or interception to improve your defence? Can you use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can suggest ways to improve? Do you understand when to use different styles of defence in game situations? GYMNASTICS Can you combine and perform gymnastic actions, shapes and balances with control and fluency? Can you create and perform sequences using compositional devices to improve the quality? Can you lead a small group through a short warm-up routine? Can you use appropriate language to evaluate and refine your own and others' work? Can you work collaboratively with others to create a sequence? Do you understand how to work safely when learning a new skill? Do you understand what counter balance and counter tension is and can you show examples with a partner?	BASKETBALL Can you create and use space to help your team? Can you dribble, pass, receive and shoot the ball with increasing control under pressure? Can you select the appropriate action for the situation and make this decision quickly? Can you use the rules of the game honestly and consistently? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve? YOGA Are you confident to lead others, demonstrating poses and teaching them your flow? Can you use feedback provided to improve the quality of your work? Can you use your breath to transition from one pose to another with control? Can you use yoga poses to improve your flexibility, strength and balance? Do you choose poses which link easily from one to the other to help your sequence flow? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve? Do you understand that there are different areas of fitness and how this helps you in different activities?	NETBALL Can you create and use space to help your team? Can you pass, receive and shoot the ball with increasing control under pressure? Can you select the appropriate action for the situation and make this decision quickly? Can you use marking, and/or interception to improve your defence? Can you use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Are you able to work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can suggest ways to improve? TENNIS Can you select the appropriate action for the situation and make this decision quickly? Can you use a wider range of skills with increasing control under pressure? Can you use feedback provided to improve the quality of your work? Are you able to use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can suggest ways to improve? Do you understand that there are different areas of fitness and how this helps you in different activities?	TAG RUGBY Can you create and use space to help your team? Can you pass and receive the ball with increasing control under pressure? Can you select the appropriate action for the situation and make this decision quickly? Can you tag opponents individually and when working within a unit? Do you use the rules of the game consistently to play honestly and fairly? Can you work collaboratively to create tactics with your team and evaluate the effectiveness of these? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can you suggest ways to improve? CRICKET Can you select the appropriate action for the situation? Can you strike a bowled ball with increasing consistency and accuracy? Can you use a wider range of fielding skills with increasing control under pressure? Can you use the rules of the game to play fairly? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can suggest ways to improve? Do you understand and can apply some tactics in the game as a batter, bowler and fielder?	ATHLETICS Can you compete within the rules showing fair play and honesty? Can you help others to improve their technique using key teaching points? Can you identify your own and others' strengths and areas for development and can suggest ways to improve? Can you perform jumps for distance using good technique? Can you select and apply the best pace for a running event? Can you show accuracy and good technique when throwing for distance? Do you understand that there are different areas of fitness and how this helps you in different activities? Do you use different strategies to persevere to achieve your personal best? CRICKET Can you select the appropriate action for the situation? Can you strike a bowled ball with increasing consistency and accuracy? Can you use a wider range of fielding skills with increasing control under pressure? Can you use the rules of the game consistently to play fairly? Can you work in collaboration with others so that games run smoothly? Do you recognise your own and others strengths and areas for development and can suggest ways to improve? Do you understand and can apply some tactics in the game as a batter, bowler and fielder?
RHE	Feeling welcome and values How to create a successful learning environment for these lessons Wellbeing and positive mindset L1 Respect L2 Respectful relationships L4 Challenging stereotypes L5 Resolving conflict L6 Change and loss L3 Taking responsibility for my health L4 The impact of technology on health L5 Resilience toolkit L6: Immunisation L8 Physical Health concerns		L1 Alcohol L3 Social media L4 Physical and emotional changes of puberty L8 First Aid: Basic life support L1 Human rights L4 Prejudice and discrimination L6 National democracy		Career routes Personal identity and body image TRANSITION Do you feel ready to move up to secondary schools and reassured about the changes and challenges you face?	
RE	ISLAMIC BELIEFS What is Islam? What is the story of Islam? What are the 5 pillars of Islam? How is Islam different to Christianity? CHRISTIANITY - CHRISTMAS AND GOSPEL ACCOUNTS What are main events in the Christmas story? What is interpretation? Can you interpret a situation? What are similarities and differences between Matthew and Luke's version of the Nativity? What are the main teachings within both versions of the Christmas story in the Gospels? What is the meaning of Advent? How do Christians prepare for Advent? How do Christians in different countries celebrate Christmas?		WHY ARE SACRED TEXTS IMPORTANT? What makes an item sacred? What are some of the different books of the Bible? Who wrote these? What is the Jewish holy book? How is it used? What is the Muslim holy book? How is it used? What is the Muddhist Holy book? How is it used? Which religion has multiple holy books? JUSTICE AND FREEDOM, CONFLICT RESOLUTION Can you explain why individuals and communities may have similar and different values? Can you explain the concept of justice? Can you identify human rights related to justice and freedom? Can you describe the influence of religious beliefs on the non-violent protest movement? How might the concepts of freedom and justice conflict?		CREATION STORIES AND COMPARING DIFFERENT RELIGIONS Can you retell the Judeo-Christian story of Creation? Can you explain what an Abrahamic religion is? Can you compare the creation stories of the Abrahamic religions? Can you retell the Hindu creation story? Can you explain the Sikh beliefs about creation? Can you classify creation stories? Can you identify key parts of a creation story? Can you compare different types of creation stories? What are similarities and differences between some creation stories? RELIGIOUS ART Can you create a stained glass window? What does Islamic art represent? What patterns are found in Islamic art? Can you create an Islam geometric repeating pattern? What is a symbol? What are some Buddhist symbols? Can you create your own symbols to represent important things in your life? What is a Mandala? What does a Mandala represent? Can you create a Mandala?	