

# Believe ~ Learn ~ Grow



## Lydiard Millicent CE Primary School Curriculum

### Map

#### **Lydiard Millicent CE Primary School Curriculum Statement**

At Lydiard Millicent CE Primary School, we follow the objectives of the National Curriculum but have designed our own creative and engaging curriculum to meet the needs of all our children, which will stimulate, inspire and raise standards for every child and provide opportunities for rich personal and academic development. Inspiring every child to believe, learn and grow. We aim to provide opportunities for personal and academic development where children consistently make links between new learning and prior areas of study. Our curriculum is designed to take account of the four contexts for learning: Curriculum Areas and Subjects, Cross-Curricular Learning, Spiritual Development and Opportunities for Personal Achievement.

#### **Our Curriculum Intentions**

- To inspire and enthuse our children.
- To ensure the children have access to a broad and balanced curriculum which develops core knowledge and skills and is coherently planned and sequenced.
- To demonstrate our Church of England ethos by teaching our children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family.
- To enable our children to develop learning behaviours which support lifelong learning.
- To ensure our children develop and understanding of their identity and purpose, better understanding their place in the world.
- To develop our children as critical thinkers, empowering them to demonstrate courageous advocacy and develop their spirituality.
- To enable the children to develop language skills, building a rich vocabulary.
- To enable the children to develop their cultural understanding and respect.
- To ensure our children develop healthy lifestyle habits that support positive mental and physical health.
- To ensure children can develop and apply their English and Mathematical knowledge and skills.
- To encourage our children to foster a love of reading for pleasure, as well as reading to inform and explore.
- To develop computing skills that support future life.
- To provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them.
- To develop links with the local community and a sense of identity.

## **Curriculum Implementation**

At the core of Lydiard Millicent CE Primary School's curriculum is the National Curriculum. We have used this to plan topics, which inspire our children, whilst enabling them to develop key knowledge and skills in a systematic and progressive way. We have considered how our curriculum will be implemented to ensure that this happens.

## **Whole Curriculum Implementation**

When planning learning, the following design principles are applied to help ensure that we get it right for all of our children.

- Topics/units of work contain a clear learning journey, enabling the children to build on their prior knowledge.
- Every topic has a launch to stimulate and hook the children in to the topic and a landing as a final event to bring all the threads and learning together.
- Connections are made between new learning and prior knowledge where children are encouraged to look for links which connect their learning experiences.
- Opportunities are provided for children to apply their Maths and English skills across the curriculum.
- All children have access to a broad range of experiences, trips and visitors.
- Skills progressions are used to ensure our children develop their knowledge and skills in a progressive manner.
- Learning to learn behaviours are interwoven throughout the whole curriculum.
- Assessment for learning informs plans for interventions for further support or challenge, ensuring the children have the key building blocks needed to secure age appropriate knowledge and skills.

## **Subject Specific Implementation**

- *Writing* –In KS1, Talk for Writing is used to support the teaching of writing. In KS2, a three-phase approach is used to support the teaching of writing. Children across the school are exposed to high quality texts, which stimulate writing opportunities for a range of audiences and purposes. Grammar is explicitly taught and embedded within writing provisions.
- *Reading* –In KS1, guided group reading is used to teach reading, utilising the Little Wandle Big Cat books for fluency, prosody and comprehension. In KS2, whole class reading is used to teach reading; the children develop the knowledge of key reading skills, by the explicit teaching of background knowledge, unknown vocabulary, the use of 'Reading Theatre', fluency and comprehension questions. Comprehension questions will support the learning of inference, retrieval, decoding, sequencing, summarising and prediction). Reading for pleasure is encouraged through the use of our school library, sharing class texts at the end of the day, local library competitions, book club, themed reading activities, recommendations from peers and author visits.
- *Phonics* –Little Wandle Letters and Sounds Revised is used to support the teaching of phonics. The children progress through the programme from phase 2 to phase 5. The children start at phase 2 in EYFS in the Autumn term, then progress on to phase 3 during the Spring term and phase 4 in the Summer term. In Year 1, the children are taught phase 5. Where children have not secured their understanding of phonics by the end of Year 1, this is

continued into Year 2, through targeted support. In KS2, Little Wandle Rapid Catch-Up phonics is utilised to further support children who are not yet secure. This is done in small groups, on a daily basis – phonic support 3 days and reading 2 days. All children involved in phonics teaching, either in EYFS, KS1 or KS2 have a book which matches their secure phonics knowledge. They read this book multiple times in school before taking it home for further practice.

- *Spelling* – EYFS and Year 1 use Little Wandle Letters and Sounds to support their phonological knowledge, as children become more confident, Spelling Shed is used to support the teaching of spelling patterns.
- *Maths* - White Rose Maths, NRich, NCETM, I See Reasoning and Problem-Solving are all used to support the teaching of maths, enabling the children to develop fluency, problem solving and reasoning skills in a variety of contexts. In KS2, Number Talk is used as a daily practice of mental strategies.
- *PE* - The children are able to develop fundamental movement skills through the use of 'Champions' in PE. The children are also able to apply their skills to alternative sports such as archery, golf, curling, fencing and lacrosse through our Sports Premium offer.
- *RE* - Understanding Christianity and Discovery RE are used to support the teaching and learning of RE. The children study Christianity for four terms of the year and then study a range of faiths in the remaining two terms.
- *Art and Music* - Our curriculum supports the children in developing healthy lifestyles and supporting positive physical and mental health. This is also supported through PSHE lessons and day-to-day classroom practice. Music Express is used to support the teaching of music.
- *Computing* lessons are used to focus on the teaching of computing skills using the scheme from Purple Mash, which are then applied in other subjects.
- *Science* is taught following the national curriculum, with progression in working scientifically skills across the curriculum.
- *History* - The use of topics supports the children in developing their chronological understanding through making links with prior knowledge. Progressions of history skills support progression in seven key strands: Chronology, historical enquiry, historical terms, interpretation, continuity and change similarity and difference, cause and consequence and significance.
- *Geography* - The use of maps support the children in understanding their knowledge of place. Progression documents support the learning of knowledge of place, knowledge of patterns and communicating geographical knowledge.
- *PSHE* – Jigsaw is used to support the teaching of PSHE.
- *Modern Foreign Languages* – As a school, we teach French.

#### **What impact do we hope to achieve with our curriculum offer?**

- We develop life-long learners.
- We develop children's knowledge and skills across all subjects
- The work of our wider curriculum will impact on attainment at the end of each key stage
- Our children successfully transition into the next stage of their life as learners
- Our children will believe that they can make a difference in our school and wider community and continue to uphold our values in their lives.

### **How have we designed our curriculum?**

When developing our curriculum, we have considered the following key strands:

- Progression – We have designed a whole school curriculum overview, which ensures the children develop their knowledge and skills in a progressive way. The design of this overview has ensured that children consistently build on prior knowledge and make links in their learning.
- Breadth and depth of experiences – We ensure that our children have access to a wide variety of subjects and experiences. The children are given opportunities to study each curriculum area in depth to build solid knowledge and understanding.
- Support and challenge for all – Differentiation is used across our curriculum to ensure that children of all abilities can access the learning and achieve their full potential.
- Relevance – In curriculum areas, children are given the purpose of what they are learning to support them in understanding why they are learning what they are. Enterprise projects give children the opportunity to place their learning in real life contexts, highlighting the relevance of why they learn what they learn. We have chosen topics which link to our local context and the heritage of our children, as well as some key historical and geographical topics, which provide the children with key knowledge needed for the next stage of their lives.

## Thematic Curriculum Overview

At Lydiard Millicent CE Primary School, we work on a yearly cycle of Topics.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Termly Value (2 year cycle)	Thankfulness	Trust	Perseverance	Justice	Friendship	Truthfulness
	Generosity	Compassion	Courage	Forgiveness	Service	Respect
EYFS	Look at Me!	Let's Celebrate!	Help! Help!	Wonderful World	Look up!	Go Green!
Big Question	What is special about me?	How do we celebrate differently in our communities?	Who can help us?	How is our world special?	What's up high?	How can we make a difference in our communities?
Year 1	Lost and Found		Roar!	Growing Green!	Storm Chasers	The Sun has got his hat on!
Big Question	What changes did the Great Fire of London bring?	Do you know your way home?	How are animals different?	Why do we need to look after plants?	How is weather created?	How have children's experiences of the seaside changed?
	Where is the world?	Build, Build, Build	Survival Guide	Out of Africa	Let's Grow	Very Victorian!
Big Question	Why is our community important?	How did Brunel change technology in Britain?	What do animals need to survive?	How diverse are habitats in Africa?	What are the ingredients for a healthy life?	What was life like for children in Victorian times?
Year 3	Extreme Earth	Veni, Vidi, Vici	Rolling Stones	Smashing Saxons	Lydiard through the ages	Funnybones
Big Question	Why are volcanoes so revered?	What impact did the Romans have on Britain?	What rocks your world?	How do settlements differ?	How has Lydiard	How are humans

					changed over time?	different to other animals?
Year 4	Our Planet	Poles Apart	Stone Age	Electricity	Who's the Mummy? (Ancient Egypt)	
Big Question	How can children shape the future of our planet?	How diverse is our planet?	What do humans need to survive?	How has electricity impacted on our lives	Why is water important? (Rivers)	How and why were the Egyptians successful?
Year 5	Ruthless Raiders	"We will never surrender!" (WW2)	Altitude Sickness (North America, Mountains)		Shadow of the Minotaur (Ancient Greece)	
Big Question	How did Viking communities impact the world?	What was life like for a child during WW2?	How are mountains created? (Geography) How important is water to a healthy lifestyle? (Science)	How diverse is our modern world? (Earth and space)	What technology makes the Greeks great?	
Year 6	To the Stars by Canoe		Murderous Monarchs		Tomorrow's World	
Big Question	History - Mayans - Would you sacrifice your wellbeing? Geography - How did trade contribute to diversity?	Light and Electricity - Was the invention of the lightbulb a technological wonder?	How were children affected by crime and punishment?		How does deforestation impact communities?	Charles Darwin - Evolution or Creation?

## Subject Overview

	<b>History</b>	<b>Geography</b>	<b>Science</b>	<b>RE</b>	<b>Art</b>	<b>DT</b>	<b>PSHE</b>
<b>EYFS</b>	Understanding the World  Past and Present	Understanding the World  People, Culture and Communities (Geographical focus)	Understanding the World  The Natural World	Understanding the World  People, Culture and Communities  (RE focus)	Expressive Arts and Design	Expressive Arts and Design	Personal, Social and Emotional development
	<p>Changes within ourselves and our families</p> <p>Family traditions</p> <p>Recognising similarities and differences between now and the past through stories.</p> <p>Identifying similarities and differences from photographs and between buildings</p> <p>Order images from books and animations chronologically.</p> <p>Use the vocabulary of the passing of time, including correct tenses</p> <p>Learn about the life/experiences of Mae Jemison through the book, Look Up. Explore Mae Jemison's life using a range of sources</p> <p>Learn about actions taken by people now and in the</p>	<p>Local environment and school study</p> <p>Seasonal changes and weather</p> <p>Observations using the senses</p> <p>Festivals around the world</p> <p>Jobs in the community and how they impact on us</p> <p>Plants and animals found in our locality</p> <p>Name location types, e.g. beach, farm, mountains</p> <p>Making maps from stories</p> <p>Africa – location, weather, animals</p> <p>Compare and contrast environments</p> <p>Environmental studies</p> <p>Geographical vocabulary</p>	<p>Seasonal changes and weather</p> <p>Observations using the senses</p> <p>Animals, including humans</p> <p>Life cycles</p> <p>Plants</p> <p>Materials</p> <p>Looking after our environment and recycling</p>	<ol style="list-style-type: none"> <li>1. Creation</li> <li>2. Incarnation</li> <li>3. Celebrations</li> <li>4. Salvation</li> <li>5. Stories</li> <li>6. Special places</li> </ol>	<p>Drawing</p> <p>Painting</p> <p>Loose parts art</p> <p>Collage</p> <p>3D art</p> <p>Printing</p>	<p>Structures – joining in a variety of ways, using large and small materials, inside and out</p> <p>Use of a variety of equipment and tools, e.g. scissors, staplers, hole punches</p> <p>Food – fruit kebabs</p>	<p>Citizenship (Me &amp; My Community)</p> <p>Safety</p> <p>Economic Wellbeing</p> <p>Relationships</p> <p>Healthy Lifestyle/Drug Education</p> <p>Resilience/Preparing for Change</p>

	<p>past to look after our world, using story books</p> <p>Build up and refer to a class timeline of the year, using the vocabulary of past, present and future.</p>							
Year 1	<p>What will we see on our journey around the UK?</p> <p>Great Fire of London</p> <p>Seaside RNLI</p> <p>Toys Fairness</p>	<ul style="list-style-type: none"> <li>Geographical vocab</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Animals</li> <li>Everyday Materials</li> <li>Seasonal Changes</li> </ul>	Scientific Investigation skills: Thinking scientifically	<ol style="list-style-type: none"> <li>Creation</li> <li>Incarnation</li> <li>Jesus as a Friend</li> <li>Salvation</li> <li>Shabbat</li> <li>Rosh Hashanah &amp; Yom Kippur</li> </ol>	Painting 3D Printing	Mechanisms - sliders and levers Structures - free standing Food - Preparing fruit & veg	Citizenship (Me & My Community) Safety Economic Wellbeing Relationships Healthy Lifestyle/Drug Education Resilience/Preparing for Change
Year 2	<p>Queen Victoria &amp; Queen Elizabeth I - linked local history &amp; Brunel</p> <p>How did the first flight change the world?</p> <p>Florence Nightingale (Medicine)</p>	<ul style="list-style-type: none"> <li>Seasons and daily weather patterns in the UK and the location of hot and cold areas of the world.</li> <li>Similarities and differences - human and physical of an area in the UK and an area in a contrasting non-European country.</li> <li>Africa/ Habitats</li> </ul>	<ul style="list-style-type: none"> <li>Living Things</li> <li>Plants</li> <li>Animals</li> <li>Uses of everyday materials</li> </ul>		<ol style="list-style-type: none"> <li>Gospel</li> <li>Incarnation</li> <li>Passover</li> <li>Salvation</li> <li>How important is it for Jewish people to do what God has asked them to do?</li> <li>God</li> </ol>	Drawing Collage Textiles	Mechanisms - wheels and axles Food - fruit and veg Textiles - templates and joining	Citizenship (Me & My Community) Safety Economic Wellbeing Relationships Healthy Lifestyle/Drug Education Resilience/Preparing for Change




Year 3	Anglo-Saxons Romans including modern Rome (Y4) Volcanoes & Earthquakes	<ul style="list-style-type: none"> <li>• Settlements</li> <li>• Volcanoes &amp; Earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• Animals</li> <li>• Rocks</li> <li>• Light</li> <li>• Forces &amp; magnets</li> </ul>		<ol style="list-style-type: none"> <li>1. Creation/Fall</li> <li>2. Incarnation</li> <li>3. Diwali</li> <li>4. Salvation</li> <li>5. Gospel</li> <li>6. Would visiting the River Ganges feel special to a non-Hindu?</li> </ol>	Painting 3D Printing	Structures - shell structures Food - healthy and varied diet Textiles - 2D shape to 3D product	Citizenship (Me & My Community) Safety Economic Wellbeing Relationships Healthy Lifestyle/Drug Education Resilience/Preparing for Change
Year 4	Egypt Stone Age Polar Biomes Rivers and Coasts	<ul style="list-style-type: none"> <li>• Rivers</li> <li>• Economic activity</li> </ul>	<ul style="list-style-type: none"> <li>• Living things</li> <li>• Animals</li> <li>• States of matter</li> <li>• Sound</li> <li>• Electricity</li> </ul>		<ol style="list-style-type: none"> <li>1. Is it possible for everyone to be happy?</li> <li>2. People of God?</li> <li>3. Incarnation</li> <li>4. Salvation</li> <li>5. Kingdom of God</li> <li>6. What is the best way for a Buddhist to lead a good life?</li> <li>7.</li> </ol>	Drawing Collage Textiles	Mechanisms - levers and linkages Electrical systems - simple circuits Food - healthy and varied diet	Citizenship (Me & My Community) Safety Economic Wellbeing Relationships Healthy Lifestyle/Drug Education Resilience/Preparing for Change
Year 5	Ancient Greece North America (Mountains & water cycle) Fighting for Freedom WW2	<ul style="list-style-type: none"> <li>• Mountains</li> <li>• Water Cycle</li> <li>• Vikings</li> </ul>	<ul style="list-style-type: none"> <li>• Living Things</li> <li>• Animals</li> <li>• Properties and changes if materials</li> <li>• Forces</li> <li>• Earth &amp; space</li> </ul>		<ol style="list-style-type: none"> <li>1. Creation</li> <li>2. Incarnation</li> <li>3. Beliefs and Moral Values</li> <li>4. Salvation</li> <li>5. Prayer &amp; Worship</li> <li>6. God</li> </ol>	Painting 3D Printing	Structures - frame structures Food - celebrating culture and seasonality Electrical - more complex	Citizenship (Me & My Community) Safety Economic Wellbeing Relationships Healthy Lifestyle/Drug Education Resilience/Preparing for Change
Year 6	Mayans Tudors & Stuarts	<ul style="list-style-type: none"> <li>• Climate zones, biomes, vegetation belts &amp; distribution of natural resources</li> <li>• Rainforests (South America)</li> </ul>	<ul style="list-style-type: none"> <li>• Living Things</li> <li>• Animals</li> <li>• Evolution &amp; inheritance</li> <li>• Light</li> <li>• Electricity</li> </ul>		<ol style="list-style-type: none"> <li>1. Creation</li> <li>2. Kingdom of God</li> <li>3. Gospel</li> <li>4. Salvation</li> <li>5. People of God</li> <li>6. Beliefs and Practices</li> </ol>	Drawing Collage Textiles	Textiles - combining fabric shapes Mechanics - pulleys and gears Food - celebrating culture and seasonality	Citizenship (Me & My Community) Safety Economic Wellbeing Relationships Healthy Lifestyle/Drug Education Resilience/Preparing for Change

EYFS

EYFS Curriculum 2022-23

Values	Thankfulness	Trust	Perseverance	Justice	Friendship Value assembly	Truthfulness
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	Look at me!	Let's Celebrate!	Help! Help! Class assembly	Wonderful World	Look Up!	Go Green!
Big Question	What is special about me?	How do we celebrate differently in our communities?	Who can help us?	How is our world special?	What's up high?	How can we make a difference in our communities?
Core Texts (Fiction)	We're all wonders by RJ Palacio Be more Bernard by Simon Philip and Kate Hindley The Colour Monster Once there were Giants All are welcome by Alexandra Penfold	When's my Birthday? Where the Poppy's Now Grow Santa Post by Emma Yarlett  Celebrations to cover: Birthdays Diwali Bonfire Night Remembrance Christmas New Year	Supertato by Sue Hendra Zog and the flying doctors by Julia Donaldson The hospital dog by Julia Donaldson	The runaway pea The seedlings that didn't want to grow	Look UP! Cyril the Lonely Cloud Whatever Next!	Greta and the Giants by Zoe Tucker Somebody swallowed Stanley Clean Up Litter Bug Doug The Last Tree by Emily Haworth-Booth
Core Texts (Non-Fiction)	Great Big Book of Families	Let's Celebrate 5 days of Diwali by Ajanta and Vivek	Real Superheroes by Julia Seal	Do you love bugs by Matt Robertson	Little Kids First Big Book of Space	10 things I can do to help my world.
Animation	We are all alike, we are all different	The Bear and the Hare	Pip	What a wonderful world	La Luna	A whale's Tale

						There's an orangutan in my bedroom
	<p>We are all alike, we are all different - <a href="https://www.youtube.com/watch?v=1y4YDaqgybl">https://www.youtube.com/watch?v=1y4YDaqgybl</a></p> <p>The Bear and the Hare - <a href="https://www.literacyshed.com/bearandhare.html">https://www.literacyshed.com/bearandhare.html</a></p> <p>Pip - <a href="https://www.youtube.com/watch?v=07d2dXHYb94">https://www.youtube.com/watch?v=07d2dXHYb94</a></p> <p>What a wonderful world - <a href="https://www.youtube.com/watch?v=iYXBJmrsxZU">https://www.youtube.com/watch?v=iYXBJmrsxZU</a></p> <p>La Luna - <a href="https://www.youtube.com/watch?v=z73dtVAp53s">https://www.youtube.com/watch?v=z73dtVAp53s</a></p> <p>A whale's Tale - <a href="https://www.youtube.com/watch?v=xFPoIU5iiYQ">https://www.youtube.com/watch?v=xFPoIU5iiYQ</a></p> <p>There's an orangutan in my bedroom - <a href="https://www.youtube.com/watch?v=oA10-oZi4Xc">https://www.youtube.com/watch?v=oA10-oZi4Xc</a></p>					
Poems and rhymes	Traditional rhymes e.g. Wind the bobbin up, If you're happy and you know it.	Birthday song Fireworks Poem (Zim Zam Zoom)		More nursery rhymes	Space Poem (Zim Zam Zoom)	More nursery rhymes
Supporting texts	<p>Peepo by Janet and Allan Ahlberg</p> <p>Owl Babies</p> <p>The Rainbow Fish</p> <p>Elmer</p> <p>The Family Book by Todd Parr</p> <p>Only One You by Linda Kranz</p> <p>The rainbow fish</p>	<p>The Jolly Christmas Postman by Janet and Allan Ahlberg</p> <p>Elmer's Christmas</p> <p>Let's Celebrate – Special Days Around the World</p> <p>Little Glow</p>	<p>Emergency! By Margaret Mayo</p> <p>A superhero like you by Dr Ranj</p> <p>No dragons for tea by Jean E Pendziwol</p>	<p>What did the tree see? (Past and present)</p> <p>Yucky worms by Vivian French</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Superworm by Julia Donaldson</p> <p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>Jasper's Beanstalk</p> <p>Here We Are</p>	<p>Man on the moon by Simon Bartram</p> <p>The darkest Dark by Chris Hadfield</p> <p>Beegu</p> <p>My pet star</p> <p>Man on the moon</p> <p>Aliens Love Underpants</p> <p>Beegu</p> <p>How to Catch a Star</p>	<p><u>One Plastic Bag</u> Isatou Ceesay and the <u>Recycling Women of the Gambia</u></p> <p>A planet full of plastic</p> <p>The Journey Home</p> <p>10 things I can do to help my world</p> <p>My First Heroes – Eco Warriors</p> <p>The Blue Giant</p>
Possible visits/visitors		All Saints Church	Dentist, police, fire, nurse, vets	Lydiard Park, farm, Westonbirt	Amanda Butler to talk about African animals	<u>Local Litter Pick</u>
Role Play	Home corner Doctor's surgery Baby clinic	Home corner Party Post Office	Police station Vets Fire station	Zoo Pet shop Farm	Space centre Weather station	Garden centre Recycling centre Travel agents

		Santa's Grotto	Doctors	Potting shed		Rainforest explorers
Launch	First day at school mementos - Hand print and string	Children to each bring a photo of a celebration they have been part of to share with the class.	Superhero day Dress up day as superheroes	Wildlife hunt around school	Sky eyes outside walk (using a mirror) – what is up there?	Planting day
Landing	We're all alike, we're all different video.	Class Party	Heroes Day Come to school dressed as one of your heroes	Trip to Westonbirt	Amanda Butler to visit to talk about African animals	Write own '3 things I can do to help my world' books.
Themed Weeks	Arts Week 10 <sup>th</sup> October			Wellbeing Week 20 <sup>th</sup> Feb	Science and Environment Week 22 <sup>nd</sup> May	
Assessment opportunities	Analyse Pre-school and nursery assessments In-house - Baseline assessments National Reception Baseline Assessment Baseline analysis Little Wandle phonics Assessments	On-going observations Little Wandle phonics Assessments	On-going observations Little Wandle phonics Assessments Summative assessments	On-going observations Little Wandle phonics Assessments	Little Wandle phonics Assessments Summative assessments	Little Wandle phonics Assessments Foundation Stage Profile Assessments

Areas of Learning

Prime Areas

Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
	Ongoing activities

	<p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, Helicopter Stories, EYFS performances and daily book talk.</p>					
	<p><b>Listening, Attention and Understanding</b> Children will be able to understand how to listen carefully and know why it is important.</p> <p><b>Speaking</b> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><b>Listening, Attention and Understanding</b> Children will begin to understand how and why questions.</p> <p><b>Speaking</b> Children will use new vocabulary throughout the day.</p>	<p><b>Listening, Attention and Understanding</b> Children will learn to ask questions to find out more.</p> <p><b>Speaking</b> Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><b>Listening, Attention and Understanding</b> Children will retell a story and follow a story without pictures or props.</p> <p><b>Speaking</b> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><b>Speaking</b> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Listening, Attention and Understanding</b> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><b>Speaking</b> Children will use talk in sentences using a range of tenses.</p>
<p>Personal, Social and Emotional Development</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>Ongoing Model positive behaviour and highlight ‘Ready, Loving, Safe’ behaviour of children in class, narrating what was kind and considerate about the behaviour. Circle times and social stories will also be ongoing. Strategies for calming and regulating emotions will be taught and developed as the year goes on. Throughout the year, talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian</p>					
	<p><b>Self-Regulation</b> Children will be able to follow one step instructions.</p>	<p><b>Self-Regulation</b> Children will talk about how they are feeling and to consider the feelings of others.</p>	<p><b>Self-Regulation</b> Children will be able to focus during longer whole class lessons.</p>	<p><b>Self-Regulation</b> Children will identify and moderate their own feelings socially and emotionally.</p>	<p><b>Self-Regulation</b> Children will be able to control their emotions using a range of techniques.</p>	<p><b>Self-Regulation</b> Children will be able to follow instructions of three steps or more.</p>

	<p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b> Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b> Children will seek support from adults and gain confidence to speak to peers and adults.</p>	<p><b>Managing Self</b> Children will understand the need to have rules.</p> <p><b>Building Relationships</b> Children will begin to develop friendships.</p>	<p><b>Managing Self</b> Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b> Children will be able to use taught strategies to support in turn taking.</p>	<p><b>Managing Self</b> Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b> Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p><b>Managing Self</b> Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b> Children will learn to work as a group.</p>	<p><b>Managing Self</b> Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b> Children will have the confidence to communicate with adults around the school.</p>
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Physical Development	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
	<p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and Squiggle While You Wiggle.</p>					
	<p><b>Gross Motor</b> Children will learn to move safely in a space.</p> <p><b>Fine Motor</b> Children will begin to use a tripod grip when using mark making tools.</p>	<p><b>Gross Motor</b> Children will learn to move safely in a space in a variety of ways.</p> <p><b>Fine Motor</b> Children will accurately draw lines, circles and</p>	<p><b>Gross Motor</b> Children will jump and land safely from a height.</p> <p>Children will balance on a variety of equipment and climb.</p>	<p><b>Gross Motor</b> Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p><b>Fine Motor</b></p>	<p><b>Gross Motor</b> Children will be able to control a ball in different ways.</p> <p><b>Fine Motor</b></p>	<p><b>Gross Motor</b> Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b> Children will form letters correctly using a tripod grip.</p>

shapes to draw pictures.

**Fine Motor**  
Children will handle scissors, pencil and glue effectively.

Children will use cutlery appropriately.

Children will hold scissors correctly and cut out small shapes.

Specific areas

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy

**Comprehension**  
Children will independently look at a book, hold it the correct way and turn pages.

**Word Reading**  
Children will segment and (orally) blend sounds together to read (or say) words.

**Writing**  
Children will give meanings to the marks they make.  
Children will write initial sounds.  
Children will write their names.

**Comprehension**  
Children will engage and enjoy an increasing range of books.

**Word Reading**  
Children will begin to read captions and sentences.

**Writing**  
Children will form some letters correctly and write some CVC words.  
Children will write their names with correct letter formation.

**Comprehension**  
Children will act out stories using recently introduced vocabulary.

**Word Reading**  
Children will recognise taught digraphs in words and blend the sounds together.

**Writing**  
Children will write words/labels/phrases representing the sounds with a letter/letters.  
Children will begin to write some tricky words.

**Comprehension**  
Children will be able to talk about the characters in the books they are reading.

**Word Reading**  
Children will read words containing tricky words and digraphs,

**Writing**  
Children will write labels/phrases/simple sentences representing the sounds with a letter/letters.

**Comprehension**  
Children will retell a story using vocabulary influenced by their book.

**Word Reading**  
Children will read longer sentences containing phase 4 words and tricky words.

**Writing**  
Children will write words/phrases and simple sentences which are spelt phonetically.  
Children begin to use finger spaces and full stops.

**Comprehension**  
Children will be able to answer questions about what they have read.

**Word Reading**  
Children will read books matched to their phonics ability.

**Writing**  
Children will write simple phrases and sentences using recognisable letters and sounds.  
Children to use finger spaces, full stops and begin to use capital letters.

Word reading progression following Little Wandle Letters and Sounds Revised

Little Wandle Phase 2 graphemes

Little Wandle Phase 2 graphemes

Little Wandle Phase 3 graphemes

Little Wandle Phase 3 graphemes

Little Wandle Phase 4

Little Wandle Phase 4

	<p>Little Wandle Phase 2 Tricky words Oral blending and segmenting Blending for reading (CVC with known GPCs) Segmenting for spelling (CVC with known GPCs)</p>	<p>Little Wandle Phase 2 Tricky words Oral blending and segmenting Blending for reading (CVC with known GPCs) Segmenting for spelling (CVC with known GPCs) Reading groups with books matched to children's secure phonic knowledge</p>	<p>Little Wandle Phase 3 Tricky words Oral blending and segmenting Blending for reading (CVC with known GPCs) Segmenting for spelling (CVC with known GPCs) Reading groups with books matched to children's secure phonic knowledge</p>	<p>Little Wandle Phase 3 Tricky words Oral blending and segmenting Blending for reading (CVC with known GPCs) Segmenting for spelling (CVC with known GPCs) Reading words with two or more digraphs Reading longer words Reading groups with books matched to children's secure phonic knowledge</p>	<p>Little Wandle Phase 4 Tricky words Oral blending and segmenting Blending for reading (CCVC, CVCC. CCVCC with short vowel sounds) Segmenting for spelling (CCVC, CVCC. CCVCC with short vowel sounds) Reading groups with books matched to children's secure phonic knowledge</p>	<p>Little Wandle Phase 4 Tricky words Oral blending and segmenting Blending for reading (CCVC, CVCC. CCVCC with long vowel sounds) Segmenting for spelling (CCVC, CVCC. CCVCC with long vowel sounds) Reading longer words Reading groups with books matched to children's secure phonic knowledge</p>
<b>Stimulus texts for writing</b>						
	<p><b>Text as a stimulus:</b></p> <p>We're all wonders by RJ Palacio Be more Bernard by Simon Philip and Kate Hindley All are welcome by Alexandra Penfold</p>	<p><b>Text as a stimulus:</b></p> <p>When's my Birthday? Where the Poppy's Now Grow The 5 days of Diwali Santa Post</p>	<p><b>Text as a stimulus:</b></p> <p>Real Superheroes by Julia Seal Supertato by Sue Hendra Zog and the flying doctors by Julia Donaldson The Hospital Dog by Julia Donaldson</p>	<p><b>Text as a stimulus:</b></p> <p>The runaway pea When will it be Spring? The seedlings that didn't want to grow</p> <p>Little Red Hen Poles Apart The Very Hungry Caterpillar</p>	<p><b>Text as a stimulus:</b></p> <p>Look UP! Cyril the Lonely Cloud Whatever Next!</p>	<p><b>Text as a stimulus:</b></p> <p>Greta and the Giants by Zoe Tucker Who swallowed Stanley Clean Up Litter Bug Doug The Last Tree by Emily Haworth-Booth</p>
Mathematics	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of</p>					



mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p><b>Number</b> Children will have a deep understanding of 1-3.</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-5.</p> <p><b>Numerical Patterns</b> Children will compare equal and unequal groups.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-8.</p> <p><b>Numerical Patterns</b> Children will understand and explore the difference between odd and even numbers.</p>	<p><b>Number</b> Children will have a deep understanding of numbers 1-10.</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p>	<p><b>Number</b> Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally.</p>	<p><b>Number</b> Children will know number bonds to 10, including doubling facts.</p> <p><b>Numerical Patterns</b> Children will be able to count beyond 20 and higher.</p>
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Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Understanding the World

<p><b>History: Past and Present</b> Children will know about their own life story and how they have changed.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about features of the immediate environment.</p> <p><b>Science: The Natural World</b> Children will</p>	<p><b>History: Past and Present</b> Children will know some similarities and differences between things in the past and now.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that people around the world have different religions.</p>	<p><b>History: Past and Present</b> Children will use images to identify similarities and differences between now and the past.</p> <p><b>Geography: People, Culture and Communities</b> Children will know about people who help us within the community.</p> <p><b>Science: The Natural</b></p>	<p><b>History: Past and Present</b> Children will talk about past and present events in their lives and what has been read to them.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that there are many countries around the world.</p> <p><b>Science: The Natural</b></p>	<p><b>History: Past and Present</b> Children will know about the past through settings and characters.</p> <p><b>Geography: People, Culture and Communities</b> Children will know that different countries have different climates.</p> <p><b>Science: The Natural World</b></p>	<p><b>History: Past and Present</b> Children will know about the past through settings, characters and events.</p> <p><b>Geography: People, Culture and Communities</b> Children will know why we need to look after our world as well as ways in which we do this.</p> <p><b>Science: The Natural</b></p>
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	<p>understand the terms 'same' and 'different'. Children will explore the natural world around them.</p> <p><b>RE: People, Culture and Communities</b> Children will know what Creation teaches Christian's about God.</p>	<p><b>Science: The Natural World</b> Children will explore and ask questions about the natural world around them, including the weather and seasons.</p> <p><b>RE: People, Culture and Communities</b> Children will know what Christians say God is like.</p> <p>Children will know why Christian's perform nativity plays.</p>	<p><b>World</b> Children will make observations of animals and discuss similarities and differences. Children will learn about different materials and use their senses to describe them.</p> <p><b>RE: People, Culture and Communities</b> Children will know how different faiths celebrate special festivals.</p>	<p><b>World</b> Children will make observations about plants and animals, discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b> Children will know why people say sorry.</p> <p>Children will know why Christians put three crosses in an Easter garden.</p> <p>Children will know how Easter Day is different to Good Friday.</p> <p>Children will know why Christians are happy on Easter.</p>	<p>Children will talk about features of the environment they are in and learn about different environments.</p> <p><b>RE: People, Culture and Communities</b> Children will know that we learn from stories.</p> <p>Children will know how we can help others when they need it.</p>	<p><b>World</b> Children will know some important processes and changes in the natural world, including states of matter.</p> <p><b>RE: People, Culture and Communities</b> Children will know what makes different places special.</p> <p>Children will know how we can care for our wonderful world?</p>
Expressive Arts and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p><b>Music: Being Imaginative</b> Children will sing and perform nursery rhymes.</p>	<p><b>Music: Being Imaginative</b> Children will experiment with different instruments and their sounds.</p>	<p><b>Music: Being Imaginative</b> Children will create sound effects/narratives based around stories.</p>	<p><b>Music: Being Imaginative</b> Children will move in time to the music.</p> <p><b>Art &amp; Design Technology: Creating</b></p>	<p><b>Music: Being Imaginative</b> Children will play an instrument following a musical pattern.</p>	<p><b>Music: Being Imaginative</b> Children will invent their own narratives, stories and poems.</p>

	<p><b>Art &amp; Design Technology: <i>Creating with Materials</i></b> Children will experiment mixing with colours.</p>	<p><b>Art &amp; Design Technology: <i>Creating with Materials</i></b> Children will experiment with different textures.</p>	<p><b>Art &amp; Design Technology: <i>Creating with Materials</i></b> Children will safely explore different techniques for joining materials.</p>	<p><b><i>with Materials</i></b> Children will make props and costumes for different role play scenarios, drawing on skills learnt to date.</p>	<p><b>Art &amp; Design Technology: <i>Creating with Materials</i></b> Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p><b>Art &amp; Design Technology: <i>Creating with Materials</i></b> Children will share creations, talk about process and evaluate their work.</p>
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Key Stage One – Year 1

Topic Title	Lost and Found		Amazing Animals	Growing Green	Storm Chasers	The Sun has got his hat on!
Nat. Curriculum focus	History	Geography	Science	Science	Geography	History
Big Question	What changes did the Great Fire of London bring?	Do you know your way home?	How are animals different?	Why do we need to look after plants?	How is weather created?	How has children's experiences of the seaside changed?
Main area of focus	<p>Where is London? Why is London important? Understanding that London is the capital city of England. What other countries make up the UK and what are their capital cities? What are other capital cities in the UK?</p> <p>Comparing London at the time of the fire with modern London - similarity and difference.</p> <p>Look at the fire - why is started, why it spread, how it was stopped. Find out how we know about the great fire from sources of information.</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p> <p>Children to look at modern day London - human geography - identifying landmarks and their use.</p> <p>Understanding transport in London. Write a tourist guide of London.</p> <p>Comparing London with Swindon</p>	<p>Developing an understanding of maps. Understanding that geographical vocabulary should be used.</p> <p>Using first-hand observation techniques to enhance their locational awareness.</p> <p>Children to understand basic subject-specific vocabulary relating to both human and physical geography.</p> <p>Children to look at and use maps to support their thinking.</p> <p>Look at the world - understand there are seven continents in the world.</p>	<p>Identifying the key characteristics of different animals.</p> <p>Exploring their local environment, taking care of animals &amp; answering questions about them.</p> <p>Understanding that if they remove animals from their environment, how to look after them, and knowing that they need to return them to their environment at the end of the study.</p> <p>Children to become familiar with common names of different animal groups - including: fish, amphibians, reptiles, birds and mammals.</p> <p>Children to develop an understanding that some animals can be kept as pets.</p>	<p>Observations of plants, including the growth of flowers and vegetables that they have planted.</p> <p>Through their observations, become familiar with common names of flowers and trees. Find out about the structure of different plants, trees and flowers.</p> <p>Explore the local environment to ask and answer questions about plants in their own habitat.</p>	<p>Comparing weather in different places across the world.</p> <p>Identify seasonal and daily weather patterns.</p> <p>Children to look at different vocabulary to explore and explain different weather.</p> <p>Discussing the four different seasons, and the weather that can take place within them.</p> <p>Children to think about day length and how this varies across the year.</p>	<p>Identifying what the seaside is. Identify different seaside landscapes - cliffs, beaches. What do different beaches look like?</p> <p>Explore the four nations and identify oceans and seas around the UK. Great Britain is an island surrounded by seas.</p> <p>Do seashores look the same around the world? Show a selection of seashores. Children to compare 2 seashores - Weston Super Mare &amp; Newquay</p> <p>Why people go on holiday to the beach? What do people do at the seaside now? What did people do at the seaside in 1910s and 1960s?</p> <p>Identifying similarity and differences between past seaside holidays and present seaside holidays using Venn diagram.</p>

			<p>Children to identify the key differences between different animals and begin to group them in different ways, including what they eat.</p> <p>Children to learn the names of their main body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth. This is to be facilitated through games, songs, actions and rhymes.</p>			<p>Make predictions for future seaside holidays.</p> <p>The importance and purpose of the RNLI</p>
Historical knowledge	Events beyond living memory that are significant nationally or globally					<p>Changes within living memory</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality</p>
History Skills	<p><u>Chronology</u> Match images of London to then 1666 and now Sequence objects from distinctly different time periods (sorting pairs of image into which came first)</p> <p><u>Historical Enquiry</u> Ask simple questions about the event. Know how to find out about the past from a range of sources (pictures, simple secondary source of information).</p>					<p><u>Chronology</u> Discuss photographs of beaches from the past and now. Sequence items from distinctly different time periods.</p> <p><u>Historical Enquiry</u> Ask simple questions about the differences. Understand how to access information about the</p>

Continuity and Change

**Identify differences** between life in the present (modern London) and life in the past: e.g. City of London and cathedral look very different today compared to pre 1666 -; wooden buildings in narrow streets in past but brick/stone buildings and some wider streets in present; modern London is much larger.

Cause and Consequence

Cause

Identify why the fire started (spark from oven onto wood, wooden houses, no fire brigade)

Consequence

A third of London, including St Pauls cathedral, destroyed; some buildings survived; many people lost their homes + work places; took many years to rebuild, new houses had to be faced in brick and some streets wider

Chronology

Match images of London to then 1666 and now

Sequence objects from distinctly different time periods (sorting pairs of image into which came first)

Historical Enquiry

Ask simple questions about the event. Know how to find out about the past from a range of sources (pictures, simple secondary source of information).

Continuity and Change

**Identify differences** between life in the present (modern London) and life in the past: e.g. City of London and

seaside in the past - using pictures or books.

Continuity and Change

Identify how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. E.g. being able to go around the world, compared to when people could travel as easily.

Historical Enquiry

Identify changes within living memory. Looking at the way beaches were used over the years and how this is different to today.

Sequence photos of the seaside, including swimwear and toys/games played at the beach.

Ask simple questions about the differences.

Identify differences between then and now. E.g. staying in Britain, compared to being able to explore the world. Being able to access the beach whenever compared to

	<p>cathedral look very different today compared to pre 1666 -; wooden buildings in narrow streets in past but brick/stone buildings and some wider streets in present; modern London is much larger.</p> <p><u>Cause and Consequence</u> Cause Identify why the fire started (spark from oven onto wood, wooden houses, no fire brigade)</p> <p>Consequence A third of London, including St Pauls cathedral, destroyed; some buildings survived; many people lost their homes + work places; took many years to rebuild, new houses had to be faced in brick and some streets wider</p> <p><u>Historical Terms</u> Use terms concerned with the passing of time: then, now, old, new</p>					<p>when families couldn't access so freely.</p>
<p>Geographical knowledge</p>	<p>Name and locate the four countries and capital cities of the UK</p> <p>Use basic geographical vocabulary to refer to: Key physical features: river Key human features including: city, town, village, house, office and shop</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London vs Swindon)</p> <p>Children to identify and explore human and physical features and identify some similarities and differences.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Identify and describe the key features of a location.</p>			<p>use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold</p>	<p>Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name locate and identify characteristics two coastal towns and their surrounding seas.</p> <p>Use basic geographical vocabulary to refer to</p>	

				<p>areas of the world in relation to the Equator and the North and South Poles</p>	<p>key physical features, including: beach, cliff, coast, sea, ocean, and river.</p> <p>Key human features including: city, town, village, house, office and shop.</p> <p>Children to identify and explore human and physical features. Children to identify some similarities and differences.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Identify and describe the key features of a location.</p>
<p>Geographical skills</p>	<p>Use maps, atlases and globes to identify the United Kingdom.</p> <p>Identify the countries and capital cities of the UK on a map.</p>			<p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Identify coastal physical features.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>



Scientific knowledge			<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>		<p>Making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p>	
Scientific skills			<p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Use observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their</p>	<p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing</p>	<p>observe and describe weather associated with the seasons and how day length varies.</p>	

			senses to compare different textures, sounds and smells.	the parts of different plants including trees. Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.		
DT Skills	<p>FREE STANDING STRUCTURES</p> <p><u>Designing</u></p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <p>Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p><u>Making</u></p> <p>Plan by suggesting what to do next.</p> <p>Select and use tools, skills and techniques, explaining their choices.</p> <p>Select new and reclaimed materials and construction kits to build their structures.</p> <p>Use simple finishing techniques suitable for the set</p> <p><u>Evaluating</u></p> <p>Explore a range of existing freestanding structures in the school</p>				<p>FOOD</p> <p><u>Designing</u></p> <p>Design appealing products for a particular user based on simple design criteria.</p> <p>Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.</p> <p><u>Making</u></p> <p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><u>Evaluating</u></p> <p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p><u>Technical knowledge and understanding</u></p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	

	<p>and local environment e.g. everyday products and buildings.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p><u>Technical knowledge and understanding</u></p> <p>Know how to make freestanding structures stronger, stiffer and more stable.</p> <p>Know and use technical vocabulary relevant to the project.</p>				
<p>Art Skills</p> <p>ART</p> <p><i>Work of artists</i></p> <p><i>Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms</i></p> <p><i>Evaluate and analyse creative works using the language of art, craft and design.</i></p> <p><i>Exploring and evaluating ideas</i></p>	<p>PRINTING</p> <p>Make marks in print with a variety of objects, including natural and man-made objects.</p> <p>Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables</p> <p>Take simple prints i.e. mono-printing</p> <p>Design and build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks for press print</p> <p>Experiment with overprinting motifs and colour</p> <p>PAINTING</p> <p>Use a variety of tools and techniques i.e. brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing</p> <p>Name and mix primary colours, shades and tones</p>				

<p><i>Record and explore ideas from first hand observations</i></p> <p><i>Ask and answer questions about starting points for their work</i></p> <p><i>Develop and share their ideas,</i></p>	<p>Create textured paint by adding material, i.e. sand or plaster</p>				
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Key Stage One – Year 2

Topic Title	Where in the World?	Build, Build, Build.	Survival Guide	Out of Africa	Let's Grow	Very Victorian!
Nat. Curriculum focus	Geography	History	Science	Geography	Science	History
Big Question	Why is our community so important?	How did Brunel change technology in Britain?	What do animals need to survive?	How diverse are habitats in Africa?	What are the ingredients for a healthy life?	What was life like for children in the Victorian times?
Main area of focus		<p>Understanding the lives of significant people and how they have impacted on our life today.</p> <p>Identify some basic information about Brunel and his legacy.</p> <p>Introduce Brunel and why he is important to technology today.</p> <p>Place significant events from Brunel's life on a timeline.</p> <p>Learn about the local area and the significance of Isambard Kingdom Brunel. Understand his place within the Victorians and his legacy in Swindon.</p>				<p>Compare the lives and reigns of sixteenth-century Queen Elizabeth I and nineteenth-century Queen Victoria.</p> <p>Place significant events from their lives on a timeline.</p> <p>Identify the key roles of a monarch and develop an understanding of how your values match up to British values of the past.</p> <p>Consider the different things we can learn from portraits e.g. the changes in fashion that took place between the Tudor and Victorian periods.</p>
Historical knowledge		The lives of significant individuals in the past who have contributed to national and international				The lives of significant individuals in the past who have contributed to national and international achievements (Queen

		<p>achievements (Queen Victoria &amp; Isambard Kingdom Brunel)</p> <p>Events beyond living memory that are significant nationally or globally</p>				<p>Victoria &amp; Isambard Kingdom Brunel)</p> <p>Events beyond living memory that are significant nationally or globally</p>
Historical Skills		<p><u>Chronological Understanding</u></p> <p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p><u>Range and depth of historical knowledge</u></p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p><u>Interpretations of history</u></p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p><u>Historical enquiry</u></p>				<p><u>Chronological Understanding</u></p> <p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p><u>Range and depth of historical knowledge</u></p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p><u>Interpretations of history</u></p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p><u>Historical enquiry</u></p> <p>Use a source - observe or handle sources to answer questions about the past on the basis of simple observation</p>

		Use a source - observe or handle sources to answer questions about the past on the basis of simple observation				
Geographical knowledge	<p>Similarities and differences - human and physical of an area in the UK and an area in a contrasting non-European country.</p> <p>Know that the town they live in is called Swindon. The village where school is located is called Lydiard Millicent.</p> <p>They will be able to relate that Swindon is in England, which is in the UK. The UK is made up of four countries and is in the continent of Europe.</p>			<p>Know there are seven continents, including Africa and Europe, and five oceans.</p> <p>Children will learn that Kenya is an example of a country that can be found in the continent of Africa and Nairobi is the capital city of Kenya.</p> <p>Compare and understand that both the UK and Kenya are made up of villages, towns and cities. But that Kenya is much larger than the UK.</p> <p>Comparing Kenya and the UK they will learn they have different climates and landscape.</p> <p>Seasons and daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Similarities and differences - human and physical of an area in the UK and an area in a contrasting non-European country.</p>		
Geographical skills	<u>Geographical Enquiry</u>			<u>Geographical enquiry</u>		

Ask simple geographical questions: Where is it?

Make comparisons between local environment and further afield.

Knowledge and understanding of places

Compare Swindon with a contrasting non-European country.

Environmental change and sustainable environment

Investigate changes in my environment. Identify the changes associated with the seasons

Geographical skills

Use a map, atlas and globe to find the UK and its 4 countries, and some other countries of interest as well as oceans. Devise a simple map and construct a key using symbols. Use simple compass directions (N, S, E, W).

Fieldwork

Ask simple geographical questions: Where is it? What's it like? Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. Make appropriate observations about why things happen. Make simple comparisons between features of different places.

Knowledge and understanding of places

Compare Swindon with a small area in a contrasting non-European country. Identify hotter and colder parts of the world.

Environmental change and sustainable environment

Identify the changes associated with the seasons

Geographical skills

Use a map, atlas and globe to find the UK and its 4 countries, and some other countries of interest as well as oceans. Devise a simple map and construct a key using symbols. Use simple compass directions (N, S, E, W).



	Investigate physical and human features of my surrounding environment.					
Scientific knowledge						
Scientific skills						
DT Skills			<p>TEXTILES - TEMPLATES &amp; JOINING</p> <p><u>Designing</u> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p><u>Making</u> Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics.</p> <p><u>Evaluating</u> Explore and evaluate a range of existing textile products</p>		<p>FOOD</p> <p><u>Designing</u> Design appealing products for a particular user based on simple design criteria.  Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.  Communicate these ideas through talk and drawings.</p> <p><u>Making</u> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.  Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><u>Evaluating</u> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.  Evaluate ideas and finished products against design criteria,</p>	<p>WHEELS &amp; AXLES</p> <p><u>Designing</u> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p><u>Making</u> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p><u>Evaluating</u> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.</p>

			<p>relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria.</p> <p><u>Technical knowledge and understanding</u> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.</p>		<p>including intended user and purpose.</p> <p><u>Technical knowledge and understanding</u> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	<p><u>Technical knowledge and understanding</u> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p>
Art Skills	<p><b>DRAWING</b> Understand the basic use of a sketch book. Experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chinks. Draw lines and shapes from observations using different surfaces</p>	<p><b>TEXTILES</b> Choose fabrics/threads based on colour, texture and shape Cut and shape fabric using scissors/snips Apply shapes with glue or stitching Apply decoration using beads, buttons, feathers etc.</p>		<p><b>COLLAGE</b> Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. Collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour Arrange and glue materials to different backgrounds Fold, crumple, tear and overlap papers. <b>COLLAGE</b></p>		

and invent lines and shapes in drawing.  
Investigate tone by drawing light/dark lines, patterns and shapes.  
Investigate pattern and texture by describing, naming, rubbing and copying.

Apply colour with printing, dipping, fabric crayons  
Create fabrics by weaving materials, i.e. grass through twigs

Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.  
Collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour  
Arrange and glue materials to different backgrounds  
Fold, crumple, tear and overlap papers.

Lower Key Stage 2 – Year 3

Topic Title	Extreme Earth	Veni, Vidi, Vici	Rolling Stones	Smashing Saxons	Lydiard Through the Ages	Funnybones
Nat. Curriculum focus	Geography	History	Science	Geography	History	Science
Big Question	Why are volcanoes so revered?	What impact did the Romans have on Britain?	What rocks your world?	How do settlements differ?	How has Lydiard changed over time?	How are humans different to other animals?
Main area of focus	<p>Learn about the structure of volcanoes and why they erupt.</p> <p>Classify types of volcanoes.</p> <p>Develop map work skills by looking at where volcanoes are and identifying the ring of fire. Children will be taught about tectonic plates.</p> <p>Exploration of why people would live by a volcano as many people still do.</p> <p>Create persuasive texts, encouraging people to live by a volcano.</p> <p>Use their knowledge of tectonic plates to then explore earthquakes and why they are caused.</p> <p>Explore tsunamis linked to earthquakes.</p>	<p>Children will begin the topic reflecting back on what they know about volcanoes and then what happened in Pompeii. What was the impact of Pompeii's eruption?</p> <p>When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who else was around? Introduce the Celts.</p> <p>Look at how the invasion of both sets of people changed over time - who occupied where? Link back to knowledge of Anglo Saxon invaders and place the two historical groups onto the timeline.</p> <p>Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army - why were they a successful army?</p> <p>Why did the Romans want to invade Britain?</p>		<p>Understand the terms 'invaders' and 'settlers' and be able to explain some of the reasons the Anglo-Saxons wanted to settle in Britain</p> <p>Explore the features of an Anglo-Saxon settlement and consider what life might have been like for different people living in an Anglo-Saxon village. What did Anglo-Saxon clothing look like?</p> <p>Know how Anglo-Saxons kingdoms were organised.</p> <p>Explore the story of Anglo-Saxon King Alfred and consider why Alfred is remembered as 'The Great'</p> <p>Find out which foods were available in Anglo-Saxon times and follow an Anglo-Saxon recipe.</p> <p>Know what runes looked like and explore how</p>		

		<p>Learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will explore interpretations of Boudicca through the use of sources.</p> <p>What legacy did the Romans leave in Britain? Look at roads, Roman names of places.</p> <p>Reflection on other empires built over history and where they fit in relation to the Roman empire.</p> <p>Final lesson - children will then have a focus study on Pompeii, identifying what life was like in an Italian city under the control of the Romans and what happened to Pompeii.</p>		<p>writing changed during the Anglo-Saxon period.</p> <p>Find out about Anglo-Saxon religious beliefs and learn about key figures who helped the Anglo-Saxons to find out about Christianity.</p>		
Historical knowledge		<p>The Roman Empire and its impact on Britain including: Julius Caesar's invasion, the Roman Empire by 42AD and the power of its army, Claudius invasion and conquest, British resistance (Boudicca), Romanisation of British sites.</p>		Britain's settlement by Anglo-Saxons and Scots		
Historical Skills		<p><u>Chronology</u> Recognise that the past can be divided into different periods of time - look over time periods already known about. Introduce 'Roman era' as a new time period within this. Place the periods studied on a timeline - place the dates of the Romans on the timeline</p>		<p><u>Chronological Understanding</u> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts</p>		

within books. Later in unit, mark when the invasion of Britain took place within this time period.

Place events from periods studied on time line - build up a timeline of any events in Roman history as the unit goes on. Have timeline of the roman era in the book and plot events as they come up during study.

Continuity and Change

Describe and make links between different events, changes and situations within a period/society - explore the impact of the invasion of Britain by the Romans. What happened when Boudicca led the rebellion?

Historical Enquiry

Find out about the past from a range of sources - what happened and when? - Use of primary and secondary sources to find information.

Begin to select a range of sources to find out about a period - select which sources support you in finding out information about an event/person.

Significance

Describe the contribution of people, events and developments - explore legacy left in the UK by the Romans

Range and depth of historical knowledge

Find out about the everyday lives of people in the period of study  
Compare these lives with our life today  
Identify reasons for and results of people's actions  
Understand why people may have wanted to do something

Interpretations of history

Identify and give reasons for different ways in which the past is represented  
Distinguish between different sources - compare different versions of the same story  
Look at representations of the period - museum, cartoons etc.

Historical enquiry

Use a range of sources to find out about a period  
Observe small details - artefacts, pictures  
Select and record information relevant to the study  
Begin to use the library and internet for research

<p>Geographical knowledge</p>	<p>Describe key aspects of physical geography including rivers, mountain, volcanoes and earthquakes and the water cycle.</p> <p>Use terminology to describe locations in geography.</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Name some of the countries in Europe - identify countries of the Roman Empire.</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Knowledge of the countries and cities of the UK is revised and built upon and some key features of its regions explored - exploring where the Romans were in the UK.</p>		<p>Understand Anglo-Saxon place names and the areas of invasion</p>		
<p>Geographical skills</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Have some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a selection of mapping resources to locate countries and describe features.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use a selection of mapping resources to locate countries and describe features - using maps to identify countries within the Roman Empire.</p>		<p>Investigate places and themes.</p>		

	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Some awareness of the terms that can be used to describe geographical patterns.</p>					
Scientific knowledge						
Scientific skills						
DT Skills		<p><b>HEALTHY &amp; VARIED DIET</b>  <u>Designing</u>  Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches, appropriate information, and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p><u>Making</u>  Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate</p>	<p><b>2D to 3D PRODUCT</b>  <u>Designing</u>  Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p><u>Making</u>  Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g.</p>	<p><b>SHELL STRUCTURES</b>  <u>Designing</u>  Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. Develop ideas through the analysis of existing products, use annotated sketches and prototypes to model, and communicate ideas.</p> <p><u>Making</u>  Order the main stages of making. Select and use appropriate tools to measure, mark out, cut,</p>		



		<p>food products, thinking about sensory characteristics.</p> <p><u>Evaluating</u> Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.</p>	<p>strength, and aesthetic qualities e.g. pattern.</p> <p><u>Evaluating</u> Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.</p>	<p>score, shape and assemble with some accuracy. Explain their choice of materials according to functional properties and aesthetic qualities. Use finishing techniques suitable for the product they are creating.</p> <p><u>Evaluating</u> Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.  Know and use technical vocabulary relevant to the project.</p>		
Art Skills	Experiment with constructing and joining recycled, natural and manmade materials.			<p><b>PAINTING</b> Experiment with different effects and textures including blocking in colour, washes,</p>	<p><b>PRINTING</b> Create printing blocks using relief or impressed method Develop print techniques i.e. mono-printing, block printing, relief or impressed method</p>	

Create textures and patterns in malleable materials including clay.

thickened paint creating textural effects, adding depth and distance.  
Create different effects and textures with paint  
Use language of and mix primary and secondary colours and use tints and shades

Create repeating patterns  
Print with two colour overlays.

Lower Key Stage 2 – Year 4

Topic Title	Our Planet		Spark in the Dark		Who's the Mummy?	
Nat. Curriculum focus	Geography - Our Planet	Science - Poles Apart	History - Stone Age	Science - Electricity	Geography - Rivers	History - Ancient Egypt
Big Question	How can children shape the future of our planet?	How diverse is our planet?	What do humans need to survive?	How has electricity impacted on our lives?	Why is water important?	How and why were the Egyptians successful?
Main area of focus	Explain what humans can do to help combat the effects of climate change.		<p>Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history.</p> <p>Investigate how we know about Britain's prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain.</p> <p>Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.</p> <p>Learn about the amazing development of technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about.</p> <p>Research the development of religion in</p>			<p>When was the period of ancient Egyptians? What was also going on in the world at this time?</p> <p>Who were the significant people in Egyptian times? Pharaohs and the system of Kings and Kingdoms.</p> <p>Why was the Nile important to Ancient Egypt? Do people still live by the Nile in Egypt?</p> <p>What structures did the Egyptians build by the Nile? Why were pyramids important?</p> <p>How do pyramids help us to find out about the Egyptians?</p> <p>Howard Carter's discovery of Tutankhamun.</p> <p>Discover about Egyptian life and how this was based around the Nile.</p>

			<p>prehistory. Design and build a replica Stonehenge.</p> <p>Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager in those times. Research daily tasks, recreate houses and weave with wool.</p>		
Historical knowledge	Links made to changes in living memory from KS1 in changes that have occurred in parent and family lifetimes.	Links made to changes in living memory from KS1 in changes that have occurred in parent and family lifetimes.	Changes in Britain from the Stone Age to the Iron Age		<p>Links will be made back to rivers that have formed part of historical learning (e.g. Thames in London was looked at in GFOL topic).</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</p>
Historical Skills			<p><u>Chronological Understanding</u> Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD.</p> <p><u>Range and depth of historical knowledge</u> Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied.</p>		<p><u>Chronology</u> Begin to be able to place events, people and changes into different periods of time showing an emerging sense of period. - Place overall Egyptian period onto timeline. As unit of learning develops, plot key dates within the time period (e.g. First pyramid, Tutankhamen's death). Place events from periods studied on time line - placing Howard Carter's discovery of Tutankhamen in chronology of previously studied events.</p> <p><u>Historical Enquiry</u></p>

			<p>Offer a reasonable explanation for some events.</p> <p><u>Interpretations of history</u> Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.</p> <p><u>Historical enquiry</u> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.</p>			<p>Use a range of evidence to build up a picture of a past event. Children to be given a range of sources to explore the past.</p> <p><u>Historical Terms</u> Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD - explore concept of BC and how this changes the dating.</p> <p>Begin to use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p> <p><u>Interpretation</u> Look at the evidence available Begin to evaluate the usefulness of different sources - identify facts from the Howard Carter documentary. Look at primary sources. Evaluate which was the most useful source of information discussing validity.</p>
Geographical knowledge	<p>Locate the different climates across the world.</p> <p>Describe the different climates in different parts of the world, and what has contributed to it.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>			<p>Exploring purpose and structure of dams.</p> <p>Learn the water cycle and its relevance to rivers, flooding and droughts.</p>	<p>Understanding of the significance of the River Nile.</p> <p>Why was the Nile important to Ancient</p>

	<p>Explain the effect that climate change has on the arctic tundra.</p> <p>Compare the vegetation in different biomes and explain the similarities and differences.</p> <p>Look at digital maps of the world over time. What do you notice? Why is this the case?</p> <p>Discuss how children can change the planet in the future.</p> <p>Understand that what happens now can have an effect on the earth in the future.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Describe and understand key aspects of: physical geography, including: polar biomes.</p> <p>Locate where the polar biomes can be found using maps, globes and atlases. Locate the countries that the arctic tundra can be found in.</p> <p>Look at digital maps of the arctic tundra over time. What do you notice? Why is this the case?</p>			<p>What significant rivers have been studied in previous school years - Thames and Amazon? Identifying key rivers on maps including the River Nile.</p> <p>Identify key parts of a river.</p> <p>Identify why rivers are important - in depth look at settlements by rivers and why this may be important.</p> <p>Understanding of the significance of the River Nile.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe similarities and differences through the study of human and physical geography of countries.</p>	<p>Egypt? Do people still live by the Nile in Egypt?</p>
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					Describe key aspects of physical geography including <b>rivers</b> , mountain, volcanoes and earthquakes and the <b>water cycle</b> .	
Geographical skills	<p><u>Geographical enquiry</u> Ask and respond to questions and offer their own ideas. Use satellite images and aerial photographs as sources. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps</p> <p><u>Knowledge and understanding of places</u> Describe and understand key aspects of biomes (forest, grassland, tundra, desert, and ice sheet). Describe and understand key aspects of different types of settlement.</p> <p><u>Geographical skills</u> Identify some key environmental regions. Identify the position and significance of the Equator, Northern and Southern Hemispheres and the Artic and Antarctic. Devise maps containing grid references and keys with symbols.</p>				<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	

	<u>Environmental change and sustainable environment</u> Describe and understand key aspects of land use and its impact on the environment.					
Scientific knowledge		Describe the climate in the polar biomes and explain why this is the case.  Explain the effect that climate change has on the arctic tundra.  Explain why there is a lack of vegetation in the polar biomes. Compare the vegetation in the polar biomes to that of a woodland or forest and explain the similarities and differences. Analyse bar charts that show average temperatures in the tundra at different times of the year.		Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.  Drawing the circuit as a pictorial representation.  Understand precautions of working with electricity and understanding how to work safely		
Scientific skills				Observing patterns, understanding that bulbs get brighter if more cells are added.  Notice that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.		
DT Skills			HEALTHY & VARIED DIET <u>Designing</u> Generate and clarify ideas through discussion with peers and adults to develop design criteria	SIMPLE CIRCUITS <u>Designing</u> Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for	LEVERS & LINKAGES <u>Designing</u> Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.	



including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  
Use annotated sketches, appropriate information, and communication technology, such as web-based recipes, to develop and communicate ideas.

Making  
Plan the main stages of a recipe, listing ingredients, utensils and equipment.  
Select and use appropriate utensils and equipment to prepare and combine ingredients.  
Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating  
Carry out sensory evaluations of a variety of ingredients and products.  
Record the evaluations using e.g. tables and simple graphs.  
Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding  
Know how to use appropriate equipment

purpose, aimed at particular individuals or groups.  
Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.

Making  
Order the main stages of making.  
Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.

Evaluating  
Investigate and analyse a range of existing battery-powered products.  
Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.

Technical knowledge and understanding  
Understand and use electrical systems in their

Use annotated sketches and prototypes to develop, model and communicate ideas.

Making  
Order the main stages of making.  
Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.  
Select from and use finishing techniques suitable for the product they are creating.

Evaluating  
Investigate and analyse books and, where available, other products with lever and linkage mechanisms.  
Evaluate their own products and ideas against criteria and user needs, as they design and make.

Technical knowledge and understanding  
Understand and use lever and linkage mechanisms.  
Distinguish between fixed and loose pivots.  
Know and use technical vocabulary relevant to the project.

			<p>and utensils to prepare and combine food.</p> <p>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>Know and use relevant technical and sensory vocabulary appropriately.</p>	<p>products, such as series circuits incorporating switches, bulbs and buzzers.</p> <p>Apply their understanding of computing to program and control their products.</p> <p>Know and use technical vocabulary relevant to the project.</p>		
Art Skills	<p><b>DRAWING</b> Draw for a sustained periods of time.</p> <p>Use a sketchbook to collect and develop ideas from a range of sources.</p> <p>Experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</p> <p>Experiment with different grades of pencil to achieve varied tone</p> <p>Create texture and pattern in drawing with a range of implements.</p>				<p><b>COLLAGE</b> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>	<p><b>TEXTILES</b> Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p>

Upper Key Stage 2 – Year 5

Topic Title	Ruthless Raiders	We will never surrender!	Altitude Sickness		Shadow of the Minotaur
Nat. Curriculum focus	Geography - Vikings	History - WW2	Geography - Mountains Science - Water Cycle	Science - Earth and Space	History - Ancient Greece
Big Question	How did Viking communities impact the world?	What was life like for a child during WW2?	How are mountains created?  How important is water to a healthy lifestyle?	How diverse is our modern world?	What technology makes the Greeks Great?
Main area of focus	<p>Find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country.</p> <p>Explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.</p> <p>Along the way, they will also find out what life was like for everyday people living in Anglo-Saxon and Viking Britain, exploring things such as Viking runes and Anglo-Saxon stories such as Beowulf.</p>	<p>What happened to ordinary people and children during the war?</p> <p>Children will learn about the home front, rationing, digging for victory, 'make do and mend', Dad's Army, the Land girls and the role of women during the war, the Blitz and the experience of evacuee children.</p> <p>They will understand about the use of propaganda and censorship. Design war posters and make gas masks, identity papers and ration books.</p>	<p>Learn about different mountains and where they can be found in the World. Understand their key features and how they are formed.</p> <p>As well as learning about mountains in the UK, children will apply this understanding to an area of North America with mountain ranges.</p> <p>Study the physical geography of mountains and mountain ranges, their formation, some famous expeditions and also mountain biodiversity.</p> <p>Voyaging across the Atlantic, they will discover the continent of North America and all its amazing countries, cities and landscapes. The children will identify the 23 countries of North America, from the vast</p>	<p>Learn about the first venture into space.</p> <p>Identify the people behind the 'Space Race'.</p> <p>Identify the order of the planets and the impact of the sun on the Earth.</p> <p>To be introduced to a model of the Sun and Earth that enables them to explain day and night.</p> <p>Understand that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</p> <p>Understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has</p>	<p>Understand where Ancient Greece was located.</p> <p>Understanding of the chronology of the Ancient Greek era and where this fits in the historical timeline of previous learning.</p> <p>What was life like around the world at the time of the Ancient Greeks?</p> <p>Greek myths.</p> <p>Focus on the legacies of the Greeks - look at significant people, buildings and the link to the Olympic games.</p> <p>What legacy have the Ancient Greeks left the world? What legacy did they leave in Greece?</p>

			lands of the USA and Canada down through Central America and on to the Caribbean islands.  Explore the various geographical features of different areas of North America and compare them with their own locality.  Compare climates, time zones, capital cities and features.	four large moons and numerous smaller ones).	
Historical knowledge		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - World War II			Ancient Greece - a study of Greek life and achievements and their influence on the western world
Historical Skills	To compare different interpretations of history.  To sequence people and events in chronological order.  To identify similarities and differences between societies in the past and today,	<u>Chronology</u> Be able to place events, people and changes into a chronological framework - plot WW2 within timeline within book Know and sequence key events of time studied - plotting dates as studied on a timeline as they occur. Make comparisons between different times in the past noting connections and contrasts - discuss when WW2 sits within framework of previously studied events.  <u>Historical Enquiry</u> Throughout the unit expose the children to a range of sources covering these skills throughout Begin to evaluate sources as part of an enquiry			<u>Chronology</u> Begin to be able to place events, people and changes into different periods of time showing an emerging sense of period - place the Ancient Greeks onto timeline. Place first Olympics within this chronological framework  Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied  <u>Historical Enquiry</u> Choose relevant material to present a picture of one aspect of life in time past -give the children a range of sources. Children to collate the sources that tell them

		<p>Ask and answer significant questions of sources in context Begin to identify primary and secondary sources Select relevant sections of information</p> <p><u>Cause and Consequence</u> Examine causes and results of great events and the impact on people - explore the impact of WW2 on children and why it happened</p> <p><u>Continuity and Change</u> Describe and make links between different events, changes and situations across periods and societies - identify how life changed for children throughout the war.</p>			<p>about a specific focus of Ancient Greece. Historical Terms Use abstract terms e.g. empire, dynasty, kingdom, civilisation etc.</p> <p><u>Significance</u> Describe and use sources of information to explain the contribution made of particular people, events and developments - use sources of information about the original Olympics. Compare this with modern Olympics and discuss how original Olympics have had an impact on Olympics today.</p> <p><u>Interpretation</u> Ask and begin to answer a variety of historically valid questions</p>
Geographical knowledge	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<p>Locate the world's countries, using maps to focus on Europe and the key countries and places involved in the War.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - looking at where children were evacuated to.</p>	<p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of: physical geography, including: mountains</p>		Name and locate the countries of Europe and identify their main physical and human characteristics.
Geographical skills	<p>Identify the causes and consequences of key events.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and</p>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<p><u>Geographical enquiry</u> Begin to suggest questions for investigating. Begin to use primary and secondary sources of</p>		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - looking at where the invasions took place and where they settled.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

evidence in their investigation.  
Investigate places with more emphasis on the larger scale, contrasting with distant places.  
Collect and record evidence unaided.

Knowledge and understanding of places

Give reasons for similarities and differences between places using what I know about other countries and parts of the UK.  
Describe and understand key aspects of mountains.

Geographical skills

Locate and identify the 4 countries and capital cities of Great Britain.  
Draw maps using 4 figure grid references.  
Use the terms physical and human & describe features.  
Make geographical measurements.  
Understand scaled maps.  
Use an Ordnance Survey map, including symbols and keys.  
Draw maps and plans to scale.  
Find & use 6 figure grid references.

Fieldwork

			<p>Investigate my own inquiries and create maps, plans and graphs of my results. Interpret the results of my investigations.</p> <p><u>Environmental change and sustainable environment</u> Summarise an environmental issue including its causes and possible solutions. Summarise the ways that people are trying to manage an environment in both physical and human terms.</p>		
Scientific knowledge				<p><b>COMPLEX SWITCHES</b> <u>Designing</u> Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. Generate and develop innovative ideas and share and clarify these through discussion. Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p><u>Making</u> Formulate a step-by-step plan to guide making,</p>	

listing tools, equipment, materials and components. Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.  
Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.

Evaluating  
Continually evaluate and modify the working features of the product to match the initial design specification.  
Test the system to demonstrate its effectiveness for the intended user and purpose. Investigate famous inventors who developed ground-breaking electrical systems and components.

Technical knowledge and understanding  
Understand and use electrical systems in their products.  
Apply their understanding of computing to program, monitor and control their products.



				Know and use technical vocabulary relevant to the project.	
Scientific skills					
DT Skills			<p><b>FRAME STRUCTURES</b></p> <p><u>Designing</u> Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</p> <p><u>Making</u> Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the product they are designing and making.</p>		<p><b>FOOD CELEBRATING CULTURE &amp; SEASONALITY</b></p> <p><u>Designing</u> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><u>Making</u> Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.</p>

			<p><u>Evaluating</u> Investigate and evaluate a range of existing frame structures. Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. Research key events and individuals relevant to frame structures.</p> <p><u>Technical knowledge and understanding</u> Understand how to strengthen, stiffen and reinforce 3-D frameworks. Know and use technical vocabulary relevant to the project</p>		<p><u>Evaluating</u> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p><u>Technical knowledge and understanding</u> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.</p>	
Art Skills	<p><b>DRAWING</b> Create sketch books to record their observations</p> <p>Develop technique i.e. shading, crosshatching, use of lines.</p>	<p><b>PAINTING</b> Develop a painting from a drawing.</p> <p>Experiment with different media and materials for painting.</p>		3D Shape, form, model and construct from observation and imagination		<p><b>PRINTING</b> Create printing blocks using sketchbook ideas</p> <p>Develop techniques i.e. mono-printing, block</p>

	<p>Create different aspects of Viking life.</p>	<p>Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.</p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Identify, mix and use primary, secondary, complimentary and contrasting colours.</p>		<p>Use recycled, natural and manmade materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay including slabs, coils, slips etc.</p> <p>Produce patterns and textures in malleable materials.</p>		<p>printing, relief/impressed method</p> <p>Experiment with overprinting motifs and colour</p>
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Upper Key Stage 2 – Year 6

Topic Title	To the Stars by Canoe		Murderous Monarchs	Tomorrow's World	
Nat. Curriculum focus	History - Mayan's Geography - Central America	Science - Light and Electricity	History - Tudors and Stuarts	Geography - Rainforests	Science - Charles Darwin
Big Question	Would you sacrifice your wellbeing?  How did trade contribute to diversity?	Was the invention of the lightbulb a technological wonder?	How were children affected by crime and punishment?	How does deforestation impact communities?	Evolution or Creation?
Main area of focus	<p>Examine a variety of sources and use these to make inferences about the past - in particular about Maya economy, culture, religious beliefs and society. Describe how the Maya civilisation has had an impact on modern society. Examine the timeline of the Maya civilisation and consider where there was a rapid change and where there was very little change. Explain why this may be the case. Compare what was happening in the Maya civilisation with what was happening in Britain at the same time. Place the chronology of key events of the Mayan civilisation on a time line with a chronology of the history of Britain. Compare the Maya with the Greek and Egyptian civilisations using a Venn diagram.</p>	<p>Understand and describe circuits and electricity.</p> <p>Utilise the correct vocabulary throughout.</p> <p>Draw using symbols, circuits and electrical components.</p> <p>Build on understanding from earlier years (Year 4) and extending knowledge of how circuits work and be able to observe, predict and describe what would happen in different situations including adding another bulb, or another power source.</p>	<p>Explore everyday life in the Tudor and Stuart period. Understand what happened during major events such as the Battle of Bosworth, The Civil War, The Great Plague of London, the Great Fire of London and The Glorious Revolution. Research Henry VIII and his wives. Research, compare and contrast Tudor and Stuart monarchs from Henry VII to Queen Anne.</p>	<p>Identify and describe how the physical features affect the human activity within a location. Study physical maps of Brazil and label them to show the different regions. Use this knowledge to explain the land-use patterns of Brazil. Explain how the human geography of a region of Brazil has changed over the years. Study tourism and migration patterns Research which parts generate the most tourism and explain the reasons why. Compare similarities and differences between a region of Brazil and a region in North America and understand the reasons for these. Analyse, interpret and plot graphs that show variations in</p>	<p>Identify and understand the importance of Charles Darwin's work.</p> <p>Research Charles Darwin and how he has impacted our knowledge of evolution.</p> <p>Understand and debate the importance of evolution and creation and why these two aspects go hand in hand,</p> <p>Utilise knowledge learned in earlier years, across into RE and how religion and science are interlinked.</p>

	Describe the ideas, beliefs and attitudes of all groups of people in the Maya civilisation.			<p>temperatures across the year.</p> <p>Use atlases, maps and aerial photographs to find rainforests and explain what the climate is like there. Explain why rainforests cannot be found in the UK. Label maps to show where rainforests can be located.</p> <p>Compare the average rainfall in different climate zones, including the rainforest.</p> <p>Compare the sizes of different rainforests.</p> <p>Explain how the vegetation and animal life changes in the different layers of the rainforest.</p> <p>Investigate the effects of climate change and pollution on rainforests.</p> <p>Research trade routes from the UK, looking at key exports and imports.</p> <p>Investigate the natural resources, such as palm oil, that can be found in the rainforest and the role they play in trade route.</p> <p>Describe the fair trade process for some products from the rainforest.</p>	
Historical knowledge	A non-European society that provides contrasts with British history		Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		

<p>Historical Skills</p>	<p><u>Chronology</u> Place events, people and changes into a chronological framework and use the chronological framework of British History fluently e.g. Stone Age to present. Place current study on timeline in relation to other and previous studies (timeline inside front cover of Topic books - note that Aztec + Incan time periods overlap). Note trends over time; establish clear narratives within and across periods of study; make links between comparisons of different times in the past noting connections and contrasts over time.</p> <p><u>Terms</u> Use dates and terms and conventions of time appropriately.</p> <p><u>Significance</u> Explain the legacy of a significant development Understand that this changes through time (e.g. how chocolate was revered/ gift from the gods for Mayan, Aztec + Inca civilisations + now chocolate is much sweeter, although chilli is once again sometimes added).</p>		<p><u>Chronological Understanding</u> Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.</p> <p><u>Range and depth of historical knowledge</u> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.</p> <p><u>Interpretations of history</u> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.</p> <p><u>Historical enquiry</u> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p>		
<p>Geographical knowledge</p>	<p>Locational knowledge, locate the world's countries, using maps to focus on South America, concentrating on</p>			<p>Locational knowledge locate the world's countries, using maps to focus on South America,</p>	

	<p>their environmental regions, key physical and human characteristics, countries, and major Land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>			<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major Land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	
<p>Geographical skills</p>	<p>Geographical enquiry Suggest questions for investigating. Use primary and secondary sources in their investigation.</p> <p>Knowledge and understanding of places Describe how physical and human processes can lead to similarities and differences between places.</p> <p>Geographical skills Locate and identify the key physical and human characteristics of the world. Identify the position and significance of the Tropics of Capricorn and Cancer; Longitude and Latitude and world time zones</p>			<p>Geographical enquiry Suggest questions for investigating. Use primary and secondary sources in their investigation.</p> <p>Knowledge and understanding of places Describe how physical and human processes can lead to similarities and differences between places.</p> <p>Geographical skills Locate and identify the key physical and human characteristics of the world. Identify the position and</p>	

	<p>Use digital/computer mapping to locate countries and describe features studied.</p> <p>Environmental change and sustainable environment Describe and understand key aspects of economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water. Recognise how the processes of the human and physical world are interdependent.</p>			<p>significance of the Tropics of Capricorn and Cancer; Longitude and Latitude and world time zones Use digital/computer mapping to locate countries and describe features studied.</p> <p>Environmental change and sustainable environment Describe and understand key aspects of economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water. Recognise how the processes of the human and physical world are interdependent.</p>	
<p>Scientific knowledge</p>		<p>Construct simple series circuits, to help answer questions about what happens when trying different components, for example, switches, bulbs, buzzers and motors.</p> <p>Represent a simple circuit in a diagram using recognised symbols.</p> <p>Ensure they are working safely with electrical circuits.</p>			<p>Identify and understand the importance of Charles Darwin's work.</p> <p>Research Charles Darwin and how he has impacted our knowledge of evolution.</p> <p>Understand and debate the importance of evolution and creation and why these two aspects go hand in hand,</p> <p>Utilise knowledge learned in earlier years, across into RE and how religion</p>




					and science are interlinked.	
Scientific skills		Systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.				
DT Skills	<p><b>FOOD CELEBRATING CULTURE</b></p> <p><u>Designing</u> Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p><u>Making</u> Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p><u>Evaluating</u></p>		<p><b>MECHANICS</b></p> <p><u>Designing</u> Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</p> <p><u>Making</u> Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</p> <p><u>Evaluating</u></p>		<p><b>TEXTILES</b></p> <p><u>Designing</u> Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computer aided design. Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p><u>Making</u> Produce detailed lists of equipment and fabrics relevant to their tasks. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that are accurately assembled and</p>	

	<p>Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> <p>Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</p>		<p>Compare the final product to the original design specification.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their work.</p> <p>Investigate famous manufacturing and engineering companies relevant to the project.</p> <p><u>Technical knowledge and understanding</u></p> <p>Understand that mechanical and electrical systems have an input, process and an output.</p> <p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Know and use technical vocabulary relevant to the project.</p>		<p>well finished. Work within the constraints of time, resources and cost.</p> <p><u>Evaluating</u></p> <p>Investigate and analyse textile products linked to their final product.</p> <p>Compare the final product to the original design specification.</p> <p>Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</p> <p>Consider the views of others to improve their work.</p> <p><u>Technical knowledge</u></p> <p>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p><u>Technical knowledge and understanding</u></p> <p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary.</p>	
Art Skills		DRAWING		TEXTILES		COLLAGE

		<p>Work on sustained, independent, detailed drawings.</p> <p>Develop close observational skills</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</p> <p>Use different techniques for different purposes i.e. shading, hatching, and blending.</p> <p>Develop drawing using tonal contrast and mixed media.</p> <p>Begin to use simple perspective in their work i.e. by using single focal point on horizon</p> <p>Begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, and background</p>		<p>Continue to adapt and develop ideas from the beginning to the end of the design process.</p> <p>Make suggestions for improving own and others' work.</p> <p>Annotate work in sketchbook referring to notes to continue development.</p> <p>Choose fabrics/threads based on colour, texture and shape.</p> <p>Cut and shape fabric.</p> <p>Use different techniques to apply decoration with glue or stitching.</p> <p>Apply colour with printing, dipping, fabric crayons.</p>		<p>Add collage to a printed or painted background</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>
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English Overview - 2020-2021

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>EYFS</b>	We're all Wonders - RJ Palacio Be more Bernard - Simon Philip & Kate Hindley The Colour Monster - Anna Llenas Once there were Giants - Martin Waddell All are Welcome - Alexandra Penfold	When's my Birthday - Julie Fogliano Let's Celebrate- Special Days around the World - Kate DePalma Where the Poppy's now Grow - Hilary Robinson Little Glow - Katie Sahota	Supertato - Sue Hendra Zog and the Flying Doctors - Julia Donaldson The Hospital DSog by Julia Donaldson	The Runaway Pea - Kjartan Poskitt The Seedlings that didn't want to grow - Britta Teckentrup	Look Up! - Nathan Bryon Cyril the Lonely Cloud - Tim Hopgood Whatever Next! - Jill Murphy	Greta and the Giants - Zoe Tucker Who Swallowed Stanley? - Sarah Roberts Clean Up - Nathan Bryon Litter Bug Doug - Ellie Bethel The Last Tree O Emily Haworth-Booth
<b>Animations</b>	We are all alike, we are all different	The Bear and the Hare	Pip	What a wonderful world	La Luna	A whale's Tale  There's an orangutan in my bedroom
<b>Poems and Rhymes</b>	Traditional rhymes e.g. Wind the bobbin up, If you're happy and you know it.	Birthday song Fireworks Poem (Zim Zam Zoom)		More nursery rhymes	Space Poem (Zim Zam Zoom)	More nursery rhymes
<b>Year 1 Texts</b>	The Naughty Bus The Great Fire of London	Lost and Found Knuffle Bunny The North Pole and The South Pole	Hand's Surprise Animals Animals Whose Habitat is that?	It Starts with a Seed Jack and the Beanstalk Roots, Stems, Leaves, Flowers	Storm! The Lighthouse Keepers Lunch Everything Weather	The Sea Saw Seaside Holidays then and now
<b>Animations</b>	Great Fire of London animation game	Hopskotch songs: seven continents	The Thorn in the Lion's Paw	I really Wonder what Plant I'm Growing (Charlie and Lola)	Twinkl Weather Song	I want to go to the seaside
<b>Poetry</b>	London's Burning Fire	Lost it, Found it	Rumble in the Jungle	Nut Tree	The Wind	Seaside Things
<b>Year 2</b>	Here we are Billy Goats Gruff Welcome to our World	Tin Forest The Little Giant	Dragon Machine We Build our Homes	The Journey Home Africa, Amazing Africa	Jim and the Beanstalk The Tiny Seed	Tadpole's Promise Life Cycles

<b>Animations</b>	Lifted	The Lighthouse	Alex and the Dragon	The Wish Granter	Lamp and Flower	The Book of Butterflies
<b>Poetry</b>	Poems from Green and Blue Planet	Syllable Poems - Bonfire Night and Remembrance	Riddles - What am I?	Acrostic Poems about animals from Africa	Seed Poems	
<b>Year 3</b>	Escape from Pompeii A Street through time	Tiger, Tiger	The Iron Man	Saxon Boy	The Lion, The Witch & the wardrobe	Fantastic Mr Fox Textbooks
<b>Animations</b>	Lava	Dun Spiro	The Iron Giant	Evolution of Settlements		Fantastic Mr Fox
<b>Poetry</b>	The Lighthouse					
<b>Year 4</b>	The Greatest Show The Green Planet	The Journey Home What a Wonderful World	Stone Age Boy Stone Age Text Books	The Boy who Harnessed the Wind Who was Thomas Alva Edison?	The Egyptian Cinderella The Tale of Tutankhamun	A River
<b>Animations</b>	How to Save our Planet			Forky asks a question: What is a computer?		The Egyptian Pyramids
<b>Poetry</b>	The Only one we've got		The Quarry I smell an invasion			
<b>Year 5</b>	Beowulf	Rose Blanche Anne Frank's Diary	Everest A drop of Water	Hidden Figures Limitless - Tim Peake Autobiography	Shadow of the Minotaur	Greek Myth Plays Ancient Greek text books
<b>Animations</b>	Viking Village The Saga of Biorn	The Rocketeer		Space Monkey Kiss	The Olympians	
<b>Poetry</b>	kennings Poetry	The Land Girls Day	Bournemouth September 3 <sup>rd</sup>			
<b>Year 6</b>	To the Stars by Canoe Fairtrade Cocoa Beans The Rain Player	Blunders and Lightning The invention of Light	Treason Everyday life in Tudor London My Friend Walter	Divers Daughter	The Wonder Garden	Charles Darwin Biography
<b>Animations</b>		Smile			Rainforest There's a Rang-tan in my bedroom	
<b>Poetry</b>			Little Jack Horner Mary, Mary Quite Contrary			Evolution John Banister Tabb

**Maths Overview - Please see Curriculum Progression and Small Steps for more detail**

**EYFS**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn term</b>	<b>Getting to know you</b> (Take this time to play and get to know the children!)  Contains overviews and frequently asked questions  <a href="#">VIEW</a>			<b>Just like me!</b> Match and sort Compare amounts Compare size, mass & capacity Exploring pattern  <a href="#">VIEW</a>			<b>It's me 1, 2, 3!</b> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language  <a href="#">VIEW</a>			<b>Light &amp; dark</b> Representing numbers to 5 One more or less Shapes with 4 sides Time  <a href="#">VIEW</a>		
<b>Spring term</b>	<b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)  <a href="#">VIEW</a>			<b>Growing 6, 7, 8</b> 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)  <a href="#">VIEW</a>			<b>Building 9 &amp; 10</b> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns  <a href="#">VIEW</a>			Consolidation		
<b>Summer term</b>	<b>To 20 and beyond</b> Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate  <a href="#">VIEW</a>			<b>First, then, now</b> Adding more Taking away Spatial reasoning 2 Compose and decompose  <a href="#">VIEW</a>			<b>Find my pattern</b> Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build  <a href="#">VIEW</a>			<b>On the move</b> Deepening understanding Patterns & relationships Spatial mapping (4) Mapping  <a href="#">VIEW</a>		

# Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <p><b>Place value</b> (within 10)</p> <p><a href="#">VIEW</a></p>					<p>Number</p> <p><b>Addition and subtraction</b> (within 10)</p> <p><a href="#">VIEW</a></p>					<p>Geometry</p> <p>Shape</p> <p><a href="#">VIEW</a></p>	<p>Consolidation</p>
Spring term	<p>Number</p> <p><b>Place value</b> (within 20)</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Addition and subtraction</b> (within 20)</p> <p><a href="#">VIEW</a></p>			<p>Number</p> <p><b>Place value</b> (within 50)</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p><b>Length and height</b></p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p><b>Mass and volume</b></p> <p><a href="#">VIEW</a></p>					
Summer term	<p>Number</p> <p><b>Multiplication and division</b></p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Fractions</b></p> <p><a href="#">VIEW</a></p>	<p>Geometry</p> <p>Position and direction</p> <p><a href="#">VIEW</a></p>	<p>Number</p> <p><b>Place value</b> (within 100)</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p>Money</p> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <p><b>Time</b></p> <p><a href="#">VIEW</a></p>		<p>Consolidation</p>				

## Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b>  <a href="#">VIEW</a>				Number <b>Addition and subtraction</b>  <a href="#">VIEW</a>				Geometry <b>Shape</b>  <a href="#">VIEW</a>			
Spring term	Measurement <b>Money</b>  <a href="#">VIEW</a>		Number <b>Multiplication and division</b>  <a href="#">VIEW</a>				Measurement <b>Length and height</b>  <a href="#">VIEW</a>		Measurement <b>Mass, capacity and temperature</b>  <a href="#">VIEW</a>			
Summer term	Number <b>Fractions</b>  <a href="#">VIEW</a>			Measurement <b>Time</b>  <a href="#">VIEW</a>			<b>Statistics</b>  <a href="#">VIEW</a>		Geometry <b>Position and direction</b>  <a href="#">VIEW</a>		Consolidation	



## Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<p>Number</p> <h3>Place value</h3> <p><a href="#">VIEW</a></p>			<p>Number</p> <h3>Addition and subtraction</h3> <p><a href="#">VIEW</a></p>				<p>Number</p> <h3>Multiplication and division A</h3> <p><a href="#">VIEW</a></p>				
Spring term	<p>Number</p> <h3>Multiplication and division B</h3> <p><a href="#">VIEW</a></p>			<p>Measurement</p> <h3>Length and perimeter</h3> <p><a href="#">VIEW</a></p>			<p>Number</p> <h3>Fractions A</h3> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <h3>Mass and capacity</h3> <p><a href="#">VIEW</a></p>			
Summer term	<p>Number</p> <h3>Fractions B</h3> <p><a href="#">VIEW</a></p>		<p>Measurement</p> <h3>Money</h3> <p><a href="#">VIEW</a></p>	<p>Measurement</p> <h3>Time</h3> <p><a href="#">VIEW</a></p>			<p>Geometry</p> <h3>Shape</h3> <p><a href="#">VIEW</a></p>		<h3>Statistics</h3> <p><a href="#">VIEW</a></p>		<p>Consolidation</p>	

## Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b>  <a href="#">VIEW</a>		Number <b>Addition and subtraction</b>  <a href="#">VIEW</a>		Measurement <b>Area</b>  <a href="#">VIEW</a>		Number <b>Multiplication and division A</b>  <a href="#">VIEW</a>		Consolidation			
Spring term	Number <b>Multiplication and division B</b>  <a href="#">VIEW</a>		Measurement <b>Length and perimeter</b>  <a href="#">VIEW</a>		Number <b>Fractions</b>  <a href="#">VIEW</a>			Number <b>Decimals A</b>  <a href="#">VIEW</a>				
Summer term	Number <b>Decimals B</b>  <a href="#">VIEW</a>		Measurement <b>Money</b>  <a href="#">VIEW</a>		Measurement <b>Time</b>  <a href="#">VIEW</a>		Consolidation		Geometry <b>Shape</b>  <a href="#">VIEW</a>		Statistics  <a href="#">VIEW</a>	Geometry <b>Position and direction</b>  <a href="#">VIEW</a>

## Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> <a href="#">VIEW</a>			Number <b>Addition and subtraction</b> <a href="#">VIEW</a>		Number <b>Multiplication and division A</b> <a href="#">VIEW</a>		Number <b>Fractions A</b> <a href="#">VIEW</a>				
Spring term	Number <b>Multiplication and division B</b> <a href="#">VIEW</a>			Number <b>Fractions B</b> <a href="#">VIEW</a>		Number <b>Decimals and percentages</b> <a href="#">VIEW</a>		Measurement <b>Perimeter and area</b> <a href="#">VIEW</a>		<b>Statistics</b> <a href="#">VIEW</a>		
Summer term	Geometry <b>Shape</b> <a href="#">VIEW</a>			Geometry <b>Position and direction</b> <a href="#">VIEW</a>		Number <b>Decimals</b> <a href="#">VIEW</a>		Number <b>Negative numbers</b> <a href="#">VIEW</a>	Measurement <b>Converting units</b> <a href="#">VIEW</a>		Measurement <b>Volume</b> <a href="#">VIEW</a>	

## Year 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> <a href="#">VIEW</a>	Number <b>Addition, subtraction, multiplication and division</b> <a href="#">VIEW</a>					Number <b>Fractions A</b> <a href="#">VIEW</a>	Number <b>Fractions B</b> <a href="#">VIEW</a>	Measurement <b>Converting units</b> <a href="#">VIEW</a>			
Spring term	Number <b>Ratio</b> <a href="#">VIEW</a>	Number <b>Algebra</b> <a href="#">VIEW</a>	Number <b>Decimals</b> <a href="#">VIEW</a>	Number <b>Fractions decimals and percentages</b> <a href="#">VIEW</a>	Measurement <b>Area, perimeter and volume</b> <a href="#">VIEW</a>	Statistics <a href="#">VIEW</a>						
Summer term	Geometry <b>Shape</b> <a href="#">VIEW</a>	Geometry <b>Position and direction</b> <a href="#">VIEW</a>	Themed projects, consolidation and problem solving									

Science Long Term Overview

<b>EYFS</b>	Humans Weather and seasonal changes		Materials Animals Weather and seasonal changes	Plants Animals Weather and seasonal changes	Animals Environment and recycling (materials) Weather and seasonal changes	
<b>Year 1</b>	Animals		Every day materials	Plants	Seasonal Changes	
<b>Year 2</b>	Plants	Plants	Animals	Living things	Every day materials	
<b>Year 3</b>	Natural Forces	Forces	Rocks	Light	Plants	Animals including humans
<b>Year 4</b>	Living Things and their Habitats		Animals including humans	Electricity	States of Matter	Sound
<b>Year 5</b>	Living things and their habitats	Animals including humans	Water Cycle	Earth and Space	Materials Changes and properties	Forces
<b>Year 6</b>	Electricity & Light		Living things and their habitats	Scientific Enquiry Skills	Animals, including humans	Evolution & Inheritance

RE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	Creation Why is the word 'God' so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Celebrations How do people celebrate? (Discovery RE)	Salvation Why do Christians put a cross on an Easter garden?	Stories What can we learn from stories? (Discovery RE)	Special Places What makes places special? (Discovery RE)
Y1	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	Jesus as a friend Was it always easy for Jesus to show friendship? (Discovery RE)	Salvation Why does Easter matter to Christians?	Shabbat Is Shabbat important to Jewish children? (Discovery RE)	Rosh Hashanah and Yom Kippur Does celebrating Chanukah make Jewish children feel closer to God? (Discovery RE)
Y2	Gospel What is the good news that Jesus brings?	Incarnation Why does Christmas matter to Christians? (Digging deeper)	Passover How important is it for Jewish people to do what God asks them to do? (Discovery RE)	Salvation Why does Easter matter to Christians? (Digging deeper)	How important is it for Jewish people to do what God has asked them to do? (Discovery RE)	God What do Christians believe God is like?
Y3	Creation/Fall What do Christians learn from the creation story?	Incarnation What is Trinity?	Diwali Would celebrating Diwali at home and in the community bring the feeling of belonging to a Hindu child? (Discovery RE)	Salvation Why do Christians call the day that Jesus died 'Good Friday'?	Gospel What kind of world did Jesus want?	Hinduism Would visiting the River Ganges feels special to a non-Hindu? (Discovery RE)
Y4	Is it possible for everyone to be happy? (Discovery RE)	People of God What is it like (for Christians) to follow God?	Incarnation What is Trinity? (digging deeper)	Salvation Why do Christians remember the events of Holy Week every year? (Digging deeper)	Kingdom of God When Jesus left, what was the impact of Pentecost?	What is the best way for a Buddhist to lead a good life? (Discovery RE)
Y5	Creation Creation and science: conflicting or complementary	Incarnation Was Jesus the Messiah?	Beliefs and moral values Are Sikh stories important today? (Discovery RE)	Salvation What do Christians believe (What did) Jesus do to save Human Beings?	Prayer and Worship What is the best way for a Sikh to show commitment to God? (Discovery RE)	God What does it mean (for Christians) if God is holy and loving?

Y6	Creation Creation and science: conflicting or complementary (digging deeper)	Kingdom of God What kind of King is Jesus?	Gospel What would Jesus do?	Salvation What difference does the resurrection make for Christians?	People of God How can following God bring freedom and justice?	Beliefs and practices What is the best way for a Muslim to show commitment to God? (Discovery RE)
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PSHE Long Term Overview

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Reception</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 1</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 2</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 3</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 4</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year 5</b>	Being me in my world	Changing Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
<b>Year 6</b>	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Computing Long Term Overview

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 1</b>	Online Safety Grouping and Sorting	Pictograms Lego Builder	Maze explorers	Animated Story Books	Coding	Spreadsheets Technology outside of school
<b>Year 2</b>	Coding Online Safety	Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music Presenting Ideas
<b>Year 3</b>	Coding Online Safety	Spreadsheets Touch Typing	Email	Branching databases Simulations	Graphing	Presenting - Power point Google Slides
<b>Year 4</b>	Coding	Online Safety Spreadsheets	Writing for different audiences Logo	Animation	Effective searching	Hardware investigators
<b>Year 5</b>	Coding	Online Safety Spreadsheets	Databases	Game Creator Modelling	Concept Maps	Word Processing - MS Word Google
<b>Year 6</b>	Coding	Online Safety Spreadsheets	Blogging Text Adventures	Networks	Quizzing Binary	Spreadsheets - Excel Google Sheets



Music Long Term Overview

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>EYFS</b>	Our senses	When snowflakes fall	A sky full of colour	Our growing world	Beyond the stars	Let's go green
<b>Year 1</b>	Our Bodies Seasons	Christmas Story Time	Machines Number	Easter Songs Our School	Ourselves Travel	Water Seasons
<b>Year 2</b>	Travel Number	Our Land Our Bodies	Weather Seasons	Animals Storytime	Ourselves Pattern	Toys Water
<b>Year 3</b>	Poetry	In the Past	Food and Drink	Ancient Worlds	Animals	Building
<b>Year 4</b>	Music in Nature Poetry	Around the World Food and Drink	Environment Recycling	Time Building	Sounds Communication	Ancient Worlds In the Past
<b>Year 5</b>	Life Cycles	Our Community	Keeping Healthy	Solar System	At the Movies	Celebration
<b>Year 6</b>	Sounds in Nature	World Unite	Journeys	Growth	Roots	Class Awards

PE Long Term Overview

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>EYFS</b>	Jungle Journey		Gymnastics	Dance	Games	Games
<b>Year 1</b>	Multi-skills Bootcamp	Storytime Dance Mighty Movers (running)	Groovy Gymnastics Skip to the Beat	Brilliant Ball Games Gym fit Circuits	Throwing & Catching Cool Core	Active Athletics Fitness Frenzy
<b>Year 2</b>	Mighty Movers Boot Camp	Multi-Skills Skip to the Beat	Gymnastics Body Parts/functions	Dance Bug Ball Brilliant Balls	Throwing and Catching Cool Core	Active Athletics Fitness Friendly
<b>Year 3</b>	Gym fit (Circuits) African Dance	Brilliant Ball Skills Fitness Frenzy	Multi-Skills Boot Camp	Cool Core Strength Groovy Gymnastics	Athletics	Throwing & Catching
<b>Year 4</b>	Pilates Boxercise	Boot Camp Invaders	Fitness Frenzy Dynamic Dance	Mighty Movers Step to the Beat	Gym Sequences Nimble Nets	Striking and Fielding Young Olympians
<b>Year 5</b>	Dynamic Dance Mighty Movers	Fitness Frenzy Cool Core	Invaders Boot Camp	Circuits Step to the Beat	Striking & Fielding Gym Fit Circuits	Young Olympians Nimble Nets
<b>Year 6</b>	Might Movers (Boxercise) Cool Core	Step to the Beat Gym Sequences	Dynamic Dance Nimble Nets	Invaders (Tag Rugby) Boot Camp	Striking & Fielding Gym fit (Circuits)	Young Olympians Fitness Frenzy

