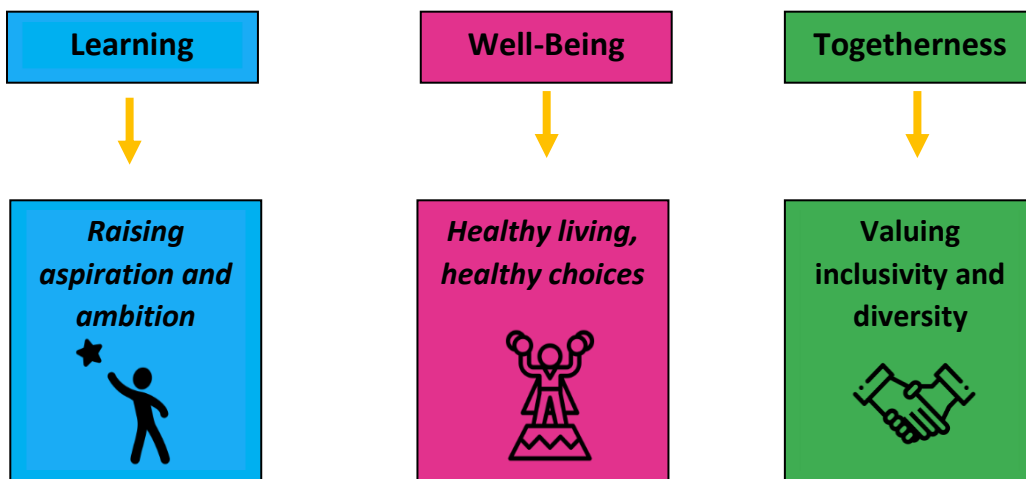




## 2024.25 Wider Curriculum

At Harbinger, we have developed a curriculum that is broad and balanced and unique to the school context of Harbinger.

With our school values in mind, we have identified three curriculum drivers which underpin the choices and decisions we make in our curriculum and will drive change as we deliver our curriculum to our children:



We intend to teach and equip children with the knowledge and skills that they need in order to take advantage of opportunities, responsibilities and experiences, both for the present and for the future.

We want our children to:

- Experience high standards of learning and teaching so they develop as purposeful, independent and creative learners.
- Feel safe and inspired.
- Demonstrate mutual respect and co-operate well with others.
- Relish challenge and be resilient.
- Stay curious and marvel at the wonder of the world.
- Be enthusiastic to learn and motivated to achieve to a high level.
- Be reflective on their progress.
- Value their own success.



As we *implement* the curriculum:

- We will ensure we deliver full coverage of the curriculum of subject knowledge.
- Find creative ways to enable pupils to handle and absorb core knowledge.
- Give pupils the opportunity to revisit and recall knowledge – in thoughtful and engaging ways.
- Clarify technical terms and check pupil understanding regularly.
- Give pupils repeated opportunities to engage with content.
- Supplement the curriculum with enrichment opportunities, including trips, visitors and participation in events.

As the school has some mixed-age classes, we work on a two-year rolling programme for our Wider Curriculum foundation subjects (Cycle A and Cycle B).

Our English and Maths are taught as year group-specific.

This structure allows the children to cover all the necessary knowledge and skills objectives over the 2 years they are in each phase.

In the academic year 2024.25, the class arrangements are:

Year 1, Year 2 and Years 2 & 3;

2 classes of Years 3 & 4

Years 5, Year 6 and Years 5&6.

**Academic Year:**

**2021.22 = Cycle A**

**2022.23 = Cycle B**

**2023.24 = Cycle A**

**2024.25 = Cycle B**



Subject-by-subject:

History / Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Cycle A: Map It! Our School and Our City  Cycle B: Map It! Our School and Our City	Cycle A: Living in the Past  Cycle B: Living in the Past	Cycle A: Queen Elizabeth II  Cycle B: Queen Victoria	Cycle A: Focus country – China  Cycle B: Where do we live?	Cycle A: At The Seaside  Cycle B: Where do we work? Focus country - Bangladesh	Cycle A: Great Sea/Space Explorers  Cycle B: Changemakers in History
<b>Year 2</b>	Cycle A: Our World, Our Country  Cycle B: Our World, Our Country	Cycle A: Great Fire of London  Cycle B: Great Fire of London	Cycle A: King Charles  Cycle B: Queen Victoria	Cycle A: Focus Country – China  Cycle B: Where do we live?	Cycle A: Comparison of urban and coast locality  Cycle B: Where do we work? Focus country - Bangladesh	Cycle A: Great Sea/Space Explorers  Cycle B: Changemakers in History
<b>LKS2 Cycle A</b>	Cycle A: Athens and Sparta	Cycle A: Map It (Around the World)	Cycle A: Ancient Greek Art and Culture	Cycle A: Volcanoes	Cycle A: Ancient Rome	Cycle A: Roman London
<b>LKS2 Cycle B</b>	Cycle B: Stone Age to Iron Age	Cycle B: Indus Valley	Cycle B: Map It! Europe	Cycle B: Rivers	Cycle B: Ancient Egypt	Cycle B: Mountains
<b>UKS2 Cycle A</b>	Cycle A: The Anglo Saxons	Cycle A: Map It! The UK - Counties	Cycle A: The Vikings	Cycle A: Enough for Everyone	Cycle A: How Do Humans Use the Amazon Forest? (Focus continent: South America)	Cycle A: The Golden Age of Islam – Baghdad and Cordoba
<b>UKS2 Cycle B</b>	Cycle B: Local Study – Victorians in London	Cycle B: Map It! The Americas	Cycle B: The Kingdom of Benin	Cycle B: Our Changing World (Focus continent: Africa)	Cycle B: Children’s Lives in WW1 and WW2	Cycle B: Natural Disasters (Focus continent: Asia)



## Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Everyday Materials <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg6	Seasonal Change Autumn-Winter <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg 8	Animals incl. Humans  Year 1 <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg 3	Seasonal Change Winter-Spring <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg 8	Plants Year 1 <a href="#">Knowledge Matrices Y1 FV.pdf</a> pg1	Super Scientists & Innovative Inventors
<b>Year 2</b>	Use of Everyday Materials <a href="#">Knowledge Matrices Y2.pdf</a> pg 8	Living Things & Habitats <a href="#">Knowledge Matrices Y2.pdf</a> pg 1	and Year 2 <a href="#">Knowledge Matrices Y2.pdf</a> pg 6	Living Things & Habitats <a href="#">Knowledge Matrices Y2.pdf</a>	Year 2 <a href="#">Knowledge Matrices Y2.pdf</a> pg 4	
<b>LKS2</b>	Cycle A: Living Things and their Habitats <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg1	Cycle A: Electricity <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg11	Cycle A: States of Matter <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg5	Cycle A: Animals incl. Humans <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg3	Cycle A: Sound <a href="#">Knowledge Matrices Y4 FV.pdf</a> pg8	Cycle A: Super Scientists & Innovative Inventors
	Cycle B: Rocks	Cycle B: Light	Cycle B: Forces & Magnets	Cycle B: Plants	Cycle B: Animals incl. Humans	Cycle B: Super Scientists & Innovative Inventors
<b>UKS2</b>	Cycle A: Earth and Space <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg8  Cycle B: Electricity	Cycle A: Properties and Changes of Materials <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg5  Cycle B: Living Things and their Habitats	Cycle A: Forces <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg10  Cycle B: Animals inc. Humans (Yr5 must cover SRE in addition)	Cycle A: Animals inc. Humans (SRE) <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg3  Cycle B: Evolution and Inheritance	Cycle A: Living Things and Their Habitats <a href="#">Knowledge Matrices Y5 FV.pdf</a> pg1  Cycle B: Light	Cycle A: Super Scientists & Innovative Inventors  Cycle B: Super Scientists & Innovative Inventors



## Religious Education (R.E.) - SACRE 2022-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1</b>  <b>Cycle A = 2023.24</b>	Cycle A: What does it mean to belong to a faith community? (Living)	Cycle A: What can we learn from Sacred Books? (Christian, Muslim and Jewish)	Cycle A: <b>Who is a Muslim and what do they believe?</b>	Cycle A: How and why do we celebrate special and sacred times? (To be timed according to Christian/ Jewish (Expressing))	Cycle A: What makes some places sacred? Christians and Muslims (Expressing)	Cycle A: How should we care for others and the world, and why does it matter? (Living) Christian/ Muslims & Jewish (Living)
	<b>Cycle B = 2024.25</b>	Cycle B: Who is a Christian and What do they believe? (Believing)	Cycle B: What can we learn from sacred books? (Christian/ Muslims & Jewish)	Cycle B: How should we care for others and the world, and why does it matter? (Living) Christian/ Muslims & Jewish (Living)	Cycle B: How and why do we celebrate special and sacred times? (To be timed according to Muslim) (Expressing)	Cycle B: What makes some places sacred? Christians and Muslims (Expressing)
<b>LKS2</b>  <b>Cycle A =2024.25</b>	Cycle A: What does it mean to be Hindu in Britain today? (Living)	Cycle A: How do people from religious and non-religious communities celebrate key festivals? (Expressing)	Cycle A: Why do people pray? (Expressing) Christians, Hindus and Muslims	Cycle A: Why are festivals important to religious communities? (Expressing) Christians, Muslims and Jewish	Cycle A: What does it mean to be a Christian today? (Living)	Cycle A: Why is the Bible so important for Christians today? (Believing)
	<b>LKS2</b>  <b>Cycle B = 2023.24</b>	Cycle B: What do different people believe about God? (Believing) Christians, Hindus and Muslims	Cycle B: What do different people believe about God? (Believing) Christians, Hindus and Muslims Cont.	Cycle B: Why is Jesus' inspiring to some people? (Believing)	Cycle B: Why do some people think that life is like a journey and what significant experiences mark this?	Cycle B: What can we learn from religions about deciding what is right and wrong? Christians, Jewish and non-religious



<b>UKS2</b>	<b>Cycle A =</b>	Cycle A: Why do some people believe that God exists? (Believing) Christian And non-religious	Cycle A: What would Jesus do? (Believing)	Cycle A: What does it mean to be a Muslim in Britain today? (Living)	Cycle A: If God is everywhere why go to place of worship? Christians, Hindus and Jewish (Expressing)	Cycle A: What can be done to reduce racism? What can we learn from religious and non-religious worldviews?	Cycle A: What can be done to reduce racism? What can we learn from religious and non-religious worldviews? Cont.
	<b>Cycle B =</b>	Cycle B: What do religions say to us when life gets hard? (Believing) Christianity, Hinduism, Humanism and Islam.	Cycle B: What matters most to Christians and Humanists? (Living)	Cycle B: (new) Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	Cycle B: Is it better to express your religion in arts & architecture or in charity & generosity? (Expressing) Christians and Muslims non-religious	Cycle B: What difference does it make to believe in Ahimsa, Grace and Ummah? (Living) Christianity, Hinduism, Islam.	Cycle B: What difference does it make to believe in Ahimsa, Grace and Ummah? (Living) Christianity, Hinduism, Islam.



## Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1</b>	<p>Cycle A: Introduction to Chromebooks</p> <p>Cycle B: Introduction to Chromebooks</p>	<p>Cycle A: Moving Robots</p> <p>Cycle B: Robot Algorithms</p>	<p>Cycle A: Digital Writing</p> <p>Cycle B: Making Music</p>	<p>Cycle A: Grouping Data</p> <p>Cycle B: Pictograms</p>	<p>Cycle A: Digital Painting</p> <p>Cycle B: Digital Photography</p>	<p>Cycle A: Programming Animated Stories</p> <p>Cycle B: Programming Quizzes</p>
<b>LKS2</b>	<p>Cycle A: The Internet</p>	<p>Cycle A: Programming – Repetition in Shapes</p>	<p>Cycle A: Photo Editing</p>	<p>Cycle A: Repetition in Games</p>	<p>Cycle A: Audio Editing</p>	<p>Cycle A: Data Logging</p>
	<p>Cycle B: Connecting Computers</p>	<p>Cycle B: Programming - Sequencing Sounds</p>	<p>Cycle B: Animation</p>	<p>Cycle B: Programming - Events and Actions</p>	<p>Cycle B: Desktop Publishing</p>	<p>Cycle B: Branching Databases</p>
<b>UKS2</b>	<p>Cycle A: Systems and Searching</p> <p>Cycle B: Communication and Collaboration</p>	<p>Cycle A: Programming - Sensing</p> <p>Cycle B: Webpage Creation (Year 5)</p>	<p>Cycle A: Programming - Variables</p> <p>Cycle B: Dragon's Den project with Multimodal presentation (Year 5)</p>	<p>Cycle A: Sharing Information</p> <p>Cycle B: Programming - Physical Computing (Crumble)</p>	<p>Cycle A: Vector Drawings</p> <p>Cycle B: 3D Modelling</p>	<p>Cycle A: Programming - Physical Computing</p> <p>Cycle B: NCCE Gender Balance in Computing project</p>



## French - Foreign Language

**\*New - 2024.25\***

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 3 &amp; 4</b>	France and its culture  Greetings and name  Class instructions  (7 sessions)	Numbers 0-20 and age    (5 sessions)	The French alphabet  Colours  (6 sessions)	Numbers 20-50  The date and birthdays  (6 sessions)	The Very Hungry Caterpillar  My Family  (5 sessions)	My Family cont.  At The Farm  Revision  (6 sessions)
<b>Years 5 &amp; 6</b>	Review Years 3 & 4  Emotions  Body Parts  (7 sessions)	Body Parts cont.  At the Doctor's  (6 sessions)	Countries and Cities  Travel Around The World  (6 sessions)	French-Speaking Countries  Nationality and Languages  Numbers 50-100  (6 sessions)	Numbers 50-100 cont.  Euros  (5 sessions)	Euros cont.  At The Supermarket  Revision  (6 sessions)





## Art and Design / Design Technology

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Cycle A	Art. Abstraction: colour, line and shape	Art. Living Things: paper and mixed media sculpture	DT. moving story books Paper Mechanisms	DT. Rail Project Primary Engineers Structures+ Mechanisms	DT. Puppets Textiles	Art. The Romantics: painting landscapes
	Cycle B	Art. Expressionism: colour, texture, pattern	DT. moving monsters Paper Mechanisms:	Art. Pop Art: Collage and mixed media	Art. Contemporary artists: Painting and sculpting the human form	DT. a balanced diet Food Tech:	DT. Constructing a windmill Structures:
LKS2	Cycle A	D.T. Fastened book covers Textiles	D.T. Torches Electricity	D.T. Pneumatic toy monsters Mechanisms	Art. Early Islamic Empire: Pattern and Print (RC)	Art. Still Life and Landscapes: drawing skills	Art. Abstract Expressionism: Found object Sculpture
	Cycle B	D.T. Architecture in Schools	Art. Prehistoric Art (Indus valley): drawing and clay animals	D.T. Magnet Fishing games Structures	Art. Impressionism: painting rivers	Art. Contemporary artists: texture and weaving	D.T. Digital world: Microbit pouches Food Tech: Eating seasonally
UKS2	Cycle A	DT. Pop up nursery rhymes Mechanisms	Art. Modernism: Sculpture for peace	DT. Stuffed toys Textiles	Art. Post- Modernism: Activism & 4 <sup>th</sup> Plinth Awards	DT. Microbit temperature monitors Digital world	Art. Surrealism: photography
	Cycle B	DT. Steady Hand games Electricity	Art. Arts & Crafts: printmaking	DT. Meal and recipe planning Food tech	Art. Street Art: Drawing skills, Collage, and mixed media & 4 <sup>th</sup> Plinth Awards	DT. Playground Architects Structures	Art. Contemporary Artists: 2D into 3D, drawing and painting



## PSHE

	<b>Autumn 1</b> Being Me in My World	<b>Autumn 2</b> Celebrating Difference	<b>Spring 1</b> Dreams and Goals	<b>Spring 2</b> Healthy Me	<b>Summer 1</b> Relationships	<b>Summer 2</b> Changing Me
<b>EYFS</b>	Self -identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities Identifying talents Being special Families Where we live Making friends	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Years 1</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Years 2</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing+ independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Years 3</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



<b>Years 4</b>	<p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
<b>Years 5</b>	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMART internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
<b>Years 6</b>	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p>	<p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology us</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Transition</p>



Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1 (Cycle A)</b>	Under The Sea	Tempo: Snail & Mouse	Pulse and Rhythm	Vocal & Body Sounds (By the sea)	Fairytales – Timbre & Rhythm	Pitch & Tempo - Superheroes
<b>Year 1 (Cycle B)</b>	Orchestral Instruments	Myths and legends	West African call and response song (Theme: Animals)	On this island: British songs and sounds	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)
<b>Year 2 (Cycle A)</b>	Pulse and Rhythm	Tempo: Snail & Mouse	Under The Sea	Vocal & Body Sounds (By the sea)	Fairytales – Timbre & Rhythm	Pitch & Tempo - Superheroes
<b>Year 2 (Cycle B)</b>	Orchestral Instruments	Myths and legends	West African call and response song (Theme: Animals)	On this island: British songs and sounds	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)
<b>Year 3 (2023.24)</b>	Ballads	Creating Compositions in Response To An Animation (Mountains)	Pentatonic Melodies and Composition	Developing Singing Technique	Jazz	Traditional Instruments and Improvisations (India)
<b>Year 4 (2023.24)</b>	Body and Tuned Percussion	Rock and Roll	Changes in Pitch, Tempo and Dynamics	Haiku, Music and Performance	Samba and Carnival Sounds and Instruments	Adapting and Transposing Motifs
<b>Year 5 and 6 (Cycle A)</b>	Composition Notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent festival of colour	Looping and Remixing	Musical Theatre
<b>Year 5 and 6 (Cycle B)</b>	Body and Tuned Percussion	Rock and Roll	Changes in Pitch, Tempo and Dynamics	Haiku, Music and Performance	Samba and Carnival Sounds and Instruments	Adapting and Transposing Motifs



P.E.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Locomotion (Running)	Ball Skills (Hands 1)	Dance (Heroes)	Dance (Growing)	Team building	Ball skills (Racket, bat and ball)
	Gymnastics (Body Parts)	Gymnastics (Wide, narrow, curled)	Ball Skills (Feet 1)	Ball Skills (Hands 2)	Athletics (Running, jumping and throwing)	Attack and Defense (Games for understanding)
Year 2	Gymnastics (Pathways)	Ball Skills (Year 2, Hands 1)	Dance (Explorers)	Swimming	Swimming	Swimming
	Locomotion (Dodging)	Gymnastics (Year 2, Linking)	Ball Skills (Feet 1; Year 2 planning)	Ball Skills (Year 2, Hands 2)	Athletics/ Locomotion (Running, jumping and throwing)	Team building
Year 2/3	Gymnastics (Pathways)	Ball Skills (Year 2, Hands 1)	Team Building	Swimming	Swimming	Swimming
	Locomotion (Dodging)	Gymnastics (Symmetry and asymmetry, Year 3 planning)	Ball Skills (Feet 1; Year 2 planning)	Dance (Weather, Unit from year 3 planning)	Athletics (Running and jumping and throwing)	Attack and Defense (Games for understanding)
Year 3/4	Gymnastics (Unison and canon)	Invasion Games- Netball	Dance (Wild Animals)	Invasion Games (Football)	Striking and fielding games (Cricket)	Athletics (Running, jumping, throwing)
	Swimming	Swimming	Swimming	Net/ Wall Games (Badminton)	Net/Wall Games (Tennis)	OAA (Orienteering and team building & problem-solving activities (indoors & non-pitch areas))
Year 5	Gymnastics (Counter balance and counter tension)	Gymnastics (Mirroring and Matching)	Invasion Games- Basketball	OAA (Orienteering and team building & problem-solving activities (non-pitch))	Swimming	Swimming
	Invasion Games (Handball)	Net/Wall Games (Tennis)	Dance (The Circus)	Striking and fielding games (Cricket)	Athletics	Net/Wall Games (Badminton)
Year 5/6	Invasion Games (Handball)	Invasion Games-Tag Rugby	Swimming	Swimming	Invasion Games (Football)	Athletics



	Gymnastics (Matching and Mirroring)	Dance (Prejudice and Discrimination)	Gymnastics-Counter balance and counter tension	Striking and fielding games (Cricket)	Net/ Wall Games (Badminton)	OAA (Orienteering and team building activities)
Year 6	<b>Swimming</b>	<b>Swimming</b>	Gymnastics-Counter balance and counter tension	Dance (Prejudice and Discrimination)	Invasion Games (Football)	Athletics
	Gymnastics (Matching and Mirroring)	Invasion Games (Handball)	Invasion Games-Tag Rugby	Striking and fielding games (Cricket)	Net/Wall Games (Badminton)	OAA (Orienteering and team building activities)

The tables below show the Wider Curriculum units taught in each phase for CYCLE A and CYCLE B.

The End Points for each units are written in red.

Year-By-Year in Harbinger – the END POINTS





# Autumn 1<sup>st</sup> Half Term

## End Points





## Years 1 and 2 (Cycle A) Autumn 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
<p><b>Local History</b> Year 1 -Living in the Past</p> <p>Know the difference between 'past' and 'present'.</p> <p>Understand how things change over time.</p> <p>Explain how people lived in the past.</p> <p><b>Year 2 – Great Fire of London</b></p> <p>Know how the Great Fire of London occurred.</p> <p>Understand how we obtain information (from historical sources).</p> <p>Discuss the impact and events of the Great Fire of London.</p>	<p><b>Everyday Materials</b> Year 1 -</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties.</p> <p><b>Use of Everyday Materials</b> Year 2 -</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Year 1 - Locomotion (Running)</b> *Children can move at different speeds with increasing control.</p> <p>*Pupils can run applying the correct and safe technique to ensure maximum speed.</p> <p>*Pupils will run and stay in a space avoiding the defenders.</p> <p>* Pupils demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.</p> <p><b>&amp; Gymnastics (Body Parts)</b> Children can demonstrate different ways of balancing and travelling on small (points) and large (patches) parts of the body.</p> <p>* Children start to link movements.</p> <p>*Children can share the space and apparatus safely</p> <p><b>Year 1&amp;2 Gymnastics</b> *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body.</p>	<p><b>What Does It Mean To Belong To A Faith Community? (Living)</b></p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p><b>Introduction to Chromebooks</b></p> <p>Logon to a Chromebook independently</p> <p>Open windows on the Internet</p> <p>Open apps such as Microsoft Word.</p> <p>Paint digitally.</p> <p>Type text.</p> <p>Use the camera on a Chromebook.</p> <p>Save files.</p> <p>Retrieve files.</p>	<p><b>Art- Abstract Art: colour, line and shape</b></p> <p>Know many simple 2D shapes and use them in artworks.</p> <p>Understand how to describe and draw various lines and shapes.</p> <p>Create a series of abstract experiments in line, colour and pattern</p>	<p><b>Being Me in My World</b> Year 1</p> <p>To understand the rights and responsibilities as a member of my class</p> <p>To know my views are valued and contribute to the class rules.</p> <p>To recognise the choices I make and understand the consequences .</p> <p><b>Year 2</b></p> <p>To identify some of my hopes and fears for this year.</p> <p>To understand the rights and responsibilities for being a member of my class and school.</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p><b>Under The Sea</b></p> <p>Make movements that are appropriate to the pulse and tempo of a piece of music.</p> <p>Choose instruments with appropriate timbre to represent sparkling fishes.</p> <p>Respond to dynamic changes in a piece of music.</p> <p>Create pitches and rhythms. Perform a layer of the music within an overall piece.</p> <p>Define all the musical terms from this unit</p>	<p>See the Trip Planner document: <a href="#">Trip Planner.docx</a></p>





		<p>*Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish.</p> <p>*Children can share the space and apparatus safely</p> <p><b>Year 1&amp;2 – Locomotion (Dodging)</b></p> <p>*Pupils are able to dodge, applying the correct technique to ensure maximum efficiency.</p> <p>*Pupils can run, dodge and stay in a space avoiding the defenders.</p> <p>* Pupils demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p> <p><b>&amp;</b></p> <p><b>Gymnastics (Body Parts)</b></p> <p>*Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body.</p> <p>*Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish.</p> <p>*Children can share the space and apparatus safely</p> <p><b>Year 2 – Locomotion (Dodging)</b></p> <p>*Pupils are able to dodge, applying the correct technique to ensure maximum efficiency.</p>						
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		<p>*Pupils can run, dodge and stay in a space avoiding the defenders.</p> <p>* Pupils demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p> <p>&amp;</p> <p><b>Gymnastics (Pathways)</b></p> <p>*Pupils will be able to link movements and balances together, applying champion gymnastics criteria (pupils being silent, pointing their fingers and toes and are still when they make shapes/balances) on the floor and on apparatus.</p> <p>*Pupils demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p>						
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## Years 1 and 2 (Cycle B) Autumn 1<sup>st</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips
<p><b>Map It!</b> <b>Year 1 – Our School, Our City</b></p> <p>Develop knowledge about our locality.</p> <p>Use locational and directional language.</p> <p>Use aerial photos to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills.</p> <p><b>Year 2 – Our World, Our Country</b></p> <p>Develop knowledge about the world and the United Kingdom</p> <p>Name and locate the seven continents and five oceans.</p>	<p><b>Everyday Materials Year 1 -</b> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties.</p> <p><b>Use of Everyday Materials Year 2 -</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Year 1 - Locomotion (Running)</b> *Children can move at different speeds with increasing control.</p> <p>*Pupils can run applying the correct and safe technique to ensure maximum speed.</p> <p>*Pupils will run and stay in a space avoiding the defenders.</p> <p>* Pupils demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.</p> <p><b>&amp; Gymnastics (Body Parts)</b> Children can demonstrate different ways of balancing and travelling on small (points) and large (patches) parts of the body.</p> <p>* Children start to link movements.</p> <p>*Children can share the space and apparatus safely</p> <p><b>Year 1&amp;2 Gymnastics</b> *Children are able to demonstrate different ways</p>	<p><b>Check - What Does It Mean To Belong To A Faith Community? (Living)</b></p>	<p><b>Introduction to Chromebooks</b></p> <p>Logon to a Chromebook independently</p> <p>Open windows on the Internet</p> <p>Open apps such as Microsoft Word.</p> <p>Paint digitally.</p> <p>Type text.</p> <p>Use the camera on a Chromebook.</p> <p>Save files.</p> <p>Retrieve files.</p>	<p style="background-color: yellow;"><b>Art – Expressionism</b></p>	<p><b>Being Me in My World</b></p> <p><b>Year 1</b></p> <p>To understand the rights and responsibilities as a member of my class</p> <p>To know my views are valued and contribute to the class rules.</p> <p>To recognise the choices I make and understand the consequences</p> <p><b>Year 2</b></p> <p>To identify some of my hopes and fears for this year.</p> <p>To understand the rights and responsibilities for being a member of my class and school.</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p><b>Orchestral Instruments</b></p> <p>Recognise timbre changes and structural features in music they listen to.</p> <p>Listen to and recognise instrumentation.</p> <p>Begin to use musical vocabulary to describe music.</p> <p>Suggest improvements to their own and others' work.</p> <p>Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choose appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Perform expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>See the Trip Planner document:</p> <p style="text-align: center;"><a href="#">Trip Planner.docx</a></p>



<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p>Use world maps, atlases and globes to identify the UK and it's countries, continents and oceans. Use simple compass directions.</p>		<p>of balancing and travelling on small and large parts of the body.</p> <p>*Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish.</p> <p>*Children can share the space and apparatus safely</p> <p><b>Year 1&amp;2 – Locomotion (Dodging)</b></p> <p>*Pupils are able to dodge, applying the correct technique to ensure maximum efficiency.</p> <p>*Pupils can run, dodge and stay in a space avoiding the defenders.</p> <p>* Pupils demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p> <p><b>&amp;</b></p> <p><b>Gymnastics (Body Parts)</b></p> <p>*Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body.</p> <p>*Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish.</p> <p>*Children can share the</p>						
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		<p>space and apparatus safely</p> <p><b>Year 2 – Locomotion (Dodging)</b></p> <p>*Pupils are able to dodge, applying the correct technique to ensure maximum efficiency.</p> <p>*Pupils can run, dodge and stay in a space avoiding the defenders.</p> <p>* Pupils demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p> <p><b>&amp;</b></p> <p><b>Gymnastics (Pathways)</b></p> <p>*Pupils will be able to link movements and balances together, applying champion gymnastics criteria (pupils being silent, pointing their fingers and toes and are still when they make shapes/balances) on the floor and on apparatus.</p> <p>*Pupils demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p>						
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## Year 3 and 4 (Cycle A)

### Autumn 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
<p><b>Athens and Sparta</b></p> <p>Know how different Polis' were run.</p> <p>Discuss the impact and education in the different states.</p> <p>Answer key questions with details from the unit of work.</p>	<p><b>Living Thing and their Habitats (classification and changing environments)</b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Year 3: Gymnastics (Symmetry and Asymmetry)</b></p> <p>*Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical and asymmetrical balances on different body parts.</p> <p>*Pupils execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>*Pupils can link these movements and balances together.</p> <p>*Ch. can travel in different ways (jump, roll, spin etc.) showing symmetrical and asymmetrical shapes and working on different levels.</p> <p>*Ch. understand how to link smoothly, travelling, jumping, turning and balancing movements.</p> <p><b>&amp; Invasion Games (Netball)</b></p> <p>Children can perform basic technics to</p>	<p><b>What Do Different People Believe About God? (Believing) Christians, Hindus and Muslims</b></p> <p>Know some of the ways in which Christians and/or Muslims describe God.</p> <p>Understand how and say why it makes a difference in people's lives to believe in God.</p> <p>Create art poems expressing their own ideas about God.</p>	<p><b>The Internet</b></p> <p>Learn that the World Wide Web is part of the Internet.</p> <p>Explore the World Wide Web and evaluate online content to decide how honest, accurate and reliable it is.</p> <p>Understand the consequences of false information.</p>	<p><b>DT - Fastenings</b></p> <p>Know some different fastening types which are useful for different purposes.</p> <p>Understand how to create a running stitch to fix and decorate textile projects.</p> <p>Create a book sleeve that reflects their own taste and personality.</p>	<p><b>Being Me in My World</b></p> <p>Recognise my worth and identify positive things about myself and my achievements. Set personal goals.</p> <p>Know how to use my Jigsaw Journal.</p> <p>Value myself and know how to make someone else feel welcome and valued.</p>	<p><b>Year 3: Ballads</b></p> <p>Identify the key features of a ballad.</p> <p>Perform a ballad using actions.</p> <p>Sing in time and in tune with a song and incorporate actions.</p> <p>Retell a summary of an animation's story.</p> <p>Write a verse with rhyming words which tell part of a story.</p> <p>Perform their lyrics.</p> <p><b>Year 4: Body and Tuned Percussion</b></p> <p>Recognise use and development of motifs in music. Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise, name and explain the effect of interrelated dimensions of music.</p> <p>Identify scaled dynamics within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a piece of music</p>	<p><b>Year 3: Listening skill: Most learners can understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French.</b></p> <p><b>Speaking skill: Most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials.</b></p> <p><b>Writing skill: Most learners can write some familiar simple sentences and words using a model and write some familiar words from memory.</b></p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>pass and catch the ball.</p> <p>*Children perform the basic skills (pass, catch, use of space, signal for the ball, intercept) needed for the game with increasing control and consistency.</p> <p>* Children understand and use basic rules to keep games going without disputes.</p> <p>*Children can play a small sided invasion games with increasing confidence.</p> <p><b>Year 3&amp;4: Gymnastics (Symmetry and Asymmetry)</b></p> <p>*Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical and asymmetrical balances on different body parts.</p> <p>*Pupils execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>*Pupils can link these movements and balances together</p> <p><b>&amp; Invasion Games (Netball)</b></p> <p>*Children perform the basic skills (pass, catch, use of space, mark, dodge, signal for the ball, intercept)</p>					<p>and when discussing improvements to own and others' work.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Begin to improvise musically within a given style.</p>	<p><b>Intercultural skill:</b></p> <p>Most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.</p>	
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		<p>needed for the game with increasing control and consistency.</p> <p>* Children understand and use rules to keep games going without disputes.</p> <p>*Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p> <p>*Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</p> <p><b>Year 4: Invasion Games (Netball)</b></p> <p>*Children can perform a range of attacking and defending skills with increasing control (passing, catching, intercepting, marking a player, dodging, etc).</p> <p>*Children can combine and perform skills with control (eg. pivot and pass).</p> <p>*Children understand the positions they play and their responsibilities in the game.</p> <p>*Children can work co-operatively in groups and follow basic rules of high 5 netball.</p> <p><b>&amp; Gymnastics (Bridges)</b></p>							
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		<p>*Pupils can execute 'excellent' balances and movements within the 'bridges' theme.</p> <p>*Children can identify and show a range of bridge shapes with back, front or side of the body towards the floor or apparatus.</p> <p>*Applying flow, pupils can link these movements and balances together.</p> <p>*Children understand and demonstrate a variety of high- and low-level bridges and are able to create a balanced gymnastics sequence with inclusion of bridges.</p> <p>*Ch. can transfer and extend all their ideas and skills onto apparatus at every stage of learning.</p>							
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## Year 3 and 4 (Cycle B)

### Autumn 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French *2024.25*	Trips / Visitors
<p><b>Stone Age, Bronze Age &amp; Iron Age</b></p> <p>Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p>	<p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><b>Year 3: Gymnastics (Symmetry and Asymmetry)</b></p> <p>*Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical and asymmetrical balances on different body parts.</p> <p>*Pupils execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>*Pupils can link these movements and balances together.</p> <p>*Ch. can travel in different ways (jump, roll, spin etc.) showing symmetrical and asymmetrical shapes and working on different levels.</p> <p>*Ch. understand how to link smoothly, travelling, jumping, turning and balancing movements.</p> <p><b>&amp; Invasion Games (Netball)</b></p> <p>Children can perform basic techniques to</p>	<p><b>What does it mean to be Hindu in Britain today? (Living)</b></p> <p>Describe puja and how it shows Hindu faith.</p> <p>Make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, help others.</p> <p>Describe how the life of Gandhi shows Hindu beliefs in action.</p>	<p><b>Connecting Computers</b></p> <p>Understand input and output devices.</p> <p>Explain that a computer system accepts an input and processes it to produce an output.</p> <p>Explain how a computer network can be used to share information.</p> <p>Explain the role of a switch, server and wireless access point.</p> <p>Identify networks around me.</p> <p>Explain how networks can be connected to other networks.</p>	<p><b>DT – Architecture in Schools Project (Structures)</b></p>	<p><b>Being Me in My World</b></p> <p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community, the roles they play and how I fit in</p> <p>I understand how democracy works through the School Council</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p>	<p><b>Ballads</b></p> <p>Identify the key features of a ballad.</p> <p>Perform a ballad using actions.</p> <p>Sing in time and in tune with a song and incorporate actions.</p> <p>Retell a summary of an animation's story.</p> <p>Write a verse with rhyming words which tell part of a story.</p> <p>Perform their lyrics.</p> <p><b>Year 4: Body and Tuned Percussion</b></p> <p>Recognise use and development of motifs in music. Identify gradual dynamic and tempo changes within a piece of music.</p> <p>Recognise, name and explain the effect of interrelated dimensions of music.</p> <p>Identify scaled dynamics within a piece of music.</p> <p>Use musical vocabulary to discuss the purpose of a</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b> Most learners can understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French.</p> <p><b>Speaking skill:</b> Most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials.</p> <p><b>Writing skill:</b> Most learners can write some familiar simple sentences and words using a model and</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>pass and catch the ball.</p> <p>*Children perform the basic skills (pass, catch, use of space, signal for the ball, intercept) needed for the game with increasing control and consistency.</p> <p>* Children understand and use basic rules to keep games going without disputes.</p> <p>*Children can play a small sided invasion games with increasing confidence.</p> <p><b>Year 3&amp;4: Gymnastics (Symmetry and Asymmetry)</b></p> <p>*Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical and asymmetrical balances on different body parts.</p> <p>*Pupils execute 'excellent' balances and movements in both symmetrical and asymmetrical ways.</p> <p>*Pupils can link these movements and balances together</p> <p><b>&amp; Invasion Games (Netball)</b></p> <p>*Children perform the basic skills (pass, catch, use of space, mark, dodge, signal for the ball, intercept)</p>					<p>piece of music and when discussing improvements to own and others' work.</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Create a piece of music with at least four different layers and a clear structure.</p> <p>Begin to improvise musically within a given style.</p>	<p>write some familiar words from memory.</p> <p><b>Intercultural skill:</b></p> <p>Most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.</p>	
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		<p>needed for the game with increasing control and consistency.</p> <p>* Children understand and use rules to keep games going without disputes.</p> <p>*Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p> <p>*Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</p> <p><b>Year 4: Invasion Games (Netball)</b></p> <p>*Children can perform a range of attacking and defending skills with increasing control (passing, catching, intercepting, marking a player, dodging, etc).</p> <p>*Children can combine and perform skills with control (eg. pivot and pass).</p> <p>*Children understand the positions they play and their responsibilities in the game.</p> <p>*Children can work co-operatively in groups and follow basic rules of high 5 netball.</p> <p><b>&amp; Gymnastics (Bridges)</b></p>							
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		<p>*Pupils can execute 'excellent' balances and movements within the 'bridges' theme.</p> <p>*Children can identify and show a range of bridge shapes with back, front or side of the body towards the floor or apparatus.</p> <p>*Applying flow, pupils can link these movements and balances together.</p> <p>*Children understand and demonstrate a variety of high- and low-level bridges and are able to create a balanced gymnastics sequence with inclusion of bridges.</p> <p>*Ch. can transfer and extend all their ideas and skills onto apparatus at every stage of learning.</p>							
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## Years 5 and 6 (Cycle A)

### Autumn 1<sup>st</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
<p><b>Map It! UK Counties</b></p> <p>Describe the features of the UK using specific terminology and vocabulary.</p> <p>Explain the differences between counties, cities and towns.</p> <p>Use resources such as atlas' and the 8 compass points confidently.</p>	<p><b>Properties and Changes of Materials</b></p> <p>Compare and group together everyday materials by their properties, including their hardness, solubility, transparency, conductivity (thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p>	<p><b>Year 5: Gymnastics (Counter-Balance and Counter Tension)</b></p> <p>*Children show understanding and can identify counter-balance and counter-tension.</p> <p>* Children can demonstrate counter-balance and counter-tension balances in two's showing changes in shape, level, body parts used and in contact.</p> <p>*Children can work in pairs to construct, practice, evaluate and improve the composition and quality of their gymnastics sequence.</p> <p><b>&amp; Net/Wall Games (Handball)</b></p> <p>*Children can pass the ball (chest pass, bounce pass, shoulder pass, under arm pass), move and shoot</p>	<p><b>Why Do Some People Believe That God Exists? (Believing) Christian and non-religious.</b></p> <p>Define the terms: theism, atheism and agnosticism.</p> <p>Give several examples to show how believing in God can affect people's lives differently.</p> <p>Suggest answers to some of the Big Questions about the existence of God.</p>	<p><b>Systems and Searching</b></p> <p>Describe the input and output of a search engine.</p> <p>Demonstrate that different search terms produce different results.</p> <p>Evaluate the results of search terms.</p>	<p><b>DT - Mechanisms : pop up nursery rhymes</b></p> <p>Know the 3 main forms of paper mechanisms used in pop-up.</p> <p>Use hand tools and mechanism skills accurately.</p> <p>Create an interactive book with a high finish.</p>	<p><b>Being Me in My World</b></p> <p><b>Year 5</b></p> <p>Face new challenges positively and know how to set personal goals.</p> <p>Understand my rights and responsibilities as a citizen of my country.</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>Understand how an individual's behaviour can impact on a group.</p> <p><b>Year 6</b></p> <p>identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>Know that there are universal rights for all children but for many</p>	<p><b>Composition Notation (Ancient Egypt)</b></p> <p>Sing in time and in tune with other people and the backing track.</p> <p>Remember the lyrics to a song.</p> <p>Identify the structure of a piece of music and match this to non-standard notation.</p> <p>Improvise their own piece of music.</p> <p>Play a melody with reasonable accuracy.</p> <p>Perform with confidence and in time with others.</p> <p>Compose and play a melody using staff notation.</p> <p>Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.</p>	<p>tbc</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



	<p>materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>accurately and consistently.</p> <p>*Children can smoothly switch between attack and defense as possession changes.</p> <p><b>Year 5&amp;6: Swmming</b></p> <p><b>And</b></p> <p><b>Gymnastics (Matching &amp; Mirroring)</b></p> <p>*Pupils can create a sequence containing both matching and mirroring movements, using unison and cannon, executed with accuracy and fluidity using a range of apparatus.</p> <p>*Pupils understand the difference between matching and mirroring movements.</p> <p>*Pupils can identify strengths and areas for improvement in their own and other performances.</p> <p><b>&amp; Swimming</b></p> <p><b>Year 6: Gymnastics</b></p>				<p>children these rights are not met.</p> <p>Understand that my actions affect other people locally and globally.</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>Understand how democracy and having a voice benefits the school community.</p>			
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		<p><b>(Matching &amp; Mirroring)</b></p> <p>*Pupils can create a sequence containing both matching and mirroring movements, using unison and cannon, executed with accuracy and fluidity using a range of apparatus.</p> <p>*Pupils understand the difference between matching and mirroring movements.</p> <p>*Pupils can identify strengths and areas for improvement in their own and other performances.</p> <p><b>&amp; Net/Wall Games (Handball)</b></p> <p>*Pupils are able to pass, move and shoot accurately and consistently.</p> <p>*Pupils are able to switch fluidly between attack and defence as possession changes.</p> <p>*Pupils apply a refined understanding of passing and moving as well as an understandi</p>							
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		<p>ng of defensive strategies.</p> <p>*Pupils develop their communication skills as they officiate in game based scenarios.</p> <p>*Pupils start to lead their team and manage their games.</p>							
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## Years 5 and 6 (Cycle B)

### Autumn 1<sup>st</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French *2024.25*	Trips / Visitors
<p><b>Local Study – Victorians in London</b></p>	<p><b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Year 5: Gymnastics (Counter-Balance and Counter Tension)</b></p> <p>*Children show understanding and can identify counter-balance and counter-tension.</p> <p>* Children can demonstrate counter-balance and counter-tension balances in two's showing changes in shape, level, body parts used and in contact.</p> <p>*Children can work in pairs to construct, practice, evaluate and improve the composition and quality of their gymnastics sequence.</p> <p><b>&amp; Net/Wall Games (Handball)</b></p> <p>*Children can pass the ball (chest pass, bounce pass, shoulder pass, under arm pass), move and shoot accurately and consistently.</p> <p>*Children can smoothly switch between attack and defense as possession changes.</p> <p><b>Year 5&amp;6:</b></p>	<p><b>What do religions say to us when life gets hard? (Believing) Christianity, Hinduism, Humanism and Islam</b></p> <p>Give reasons why some people might be comforted by their beliefs when someone dies.</p> <p>Describe the impact that the belief that we have a soul might have on the way someone might live their life.</p> <p>Describe the Hindu belief in reincarnation and Karma.</p> <p>Describe a link between a reading that might be used at a funeral and a Christian belief about life after death.</p> <p>Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death.</p> <p>Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu</p>	<p><b>Communication and Collaboration</b></p> <p>Outline methods of communicating and collaborating on the internet.</p> <p>Choose methods of internet communication and collaboration for given purposes.</p> <p>Evaluate different methods of internet communication and collaboration</p> <p>Decide what should and should not be shared online..</p>	<p><b>DT – Electricity Steady-hand game</b></p> <p>Design a steady hand game, identifying and naming components required.</p> <p>Draw/design from three different perspectives.</p> <p>Generate ideas through sketching and discussion.</p> <p>Model ideas through prototypes.</p> <p>Understand purpose of products (toys), incl. what is meant by 'fit for purpose' and 'form over function'.</p> <p>Construct stable base for a game.</p> <p>Accurately cut, fold and assemble nets.</p> <p>Decorate base of the game to a high-quality finish.</p> <p>Make and test a circuit.</p> <p>Incorporate a circuit into a base.</p> <p>Test own and others' finished games.</p> <p>Evaluate and make suggestions for improvement.</p> <p>Gather images &amp; information</p>	<p><b>Being Me in My World</b></p> <p><b>Year 5</b></p> <p>Face new challenges positively and know how to set personal goals.</p> <p>Understand my rights and responsibilities as a citizen of my country.</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>Understand how an individual's behaviour can impact on a group.</p> <p><b>Year 6</b></p> <p>identify my goals for this year,</p> <p>understand my fears and worries about the future and know how to express them.</p> <p>Know that there are universal rights for all children but for many children these rights are not met.</p> <p>Understand that my actions affect other people locally and globally.</p> <p>Make choices about my own behaviour because I understand</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b> Most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.</p> <p><b>Speaking skill:</b> Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They can perform a role-play with</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b> Most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.</p> <p><b>Speaking skill:</b> Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They can perform a role-play with</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p><b>Swimming</b></p> <p><b>And</b></p> <p><b>Swimming</b></p> <p><b>Year 6: Gymnastics (Matching &amp; Mirroring)</b></p> <p>*Pupils can create a sequence containing both matching and mirroring movements, using unison and cannon, executed with accuracy and fluidity using a range of apparatus.</p> <p>*Pupils understand the difference between matching and mirroring movements.</p> <p>*Pupils can identify strengths and areas for improvement in their own and other performances.</p> <p><b>&amp; Net/Wall Games (Handball)</b></p> <p>*Pupils are able to pass, move and shoot accurately and consistently.</p> <p>*Pupils are able to switch fluidly between attack and defence as possession changes.</p> <p>*Pupils apply a refined understanding of passing and moving as well as an understanding of defensive strategies.</p> <p>*Pupils develop their communication skills as they</p>	<p>belief in reincarnation.</p> <p>Describe similarities and differences between non-religious and Christian beliefs about the afterlife.</p> <p>Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p>		<p>about existing children's toys. Analyse a selection of existing children's toys.</p>	<p>how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>Understand how democracy and having a voice benefits the school community.</p>	<p>confidence and with accuracy.</p> <p><b>Reading skill:</b> Most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.</p> <p><b>Writing skill:</b> Most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.</p> <p><b>Intercultural skill:</b> Most learners can talk about the country/countries where the language is spoken.</p>	<p>confidence and with accuracy.</p> <p><b>Reading skill:</b> Most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.</p> <p><b>Writing skill:</b> Most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.</p> <p><b>Intercultural skill:</b> Most learners can talk about the country/countries where the language is spoken.</p>	
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		<p>officiate in game based scenarios.</p> <p>*Pupils start to lead their team and manage their games.</p>							
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# Autumn 2<sup>nd</sup> Half Term

## End Points





## Years 1 and 2 (Cycle A)

### Autumn 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
<p><b>Map It!</b> <b>Year 1 – Our School, Our City</b></p> <p>Develop knowledge about our locality.</p> <p>Use locational and directional language.</p> <p>Use aerial photos to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills.</p> <p><b>Year 2 – Our World, Our Country</b></p> <p>Develop knowledge about the world and the United Kingdom</p> <p>Name and locate the seven continents</p>	<p><b>Seasonal Change: Autumn to Winter (Year 1)</b></p> <p>Observe changes across Autumn and Winter.</p> <p>Describe how humans, animals and plants adapt to changing seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Living Things and Their Habitats (Year 2)</b></p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic</p>	<p><b>Year 1: Ball Skills (Hands 1)</b> *Pupils can send a ball towards a target, applying the correct technique and aiming carefully.</p> <p>*Pupils can receive and stop a ball.</p> <p>*Pupils demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p><b>&amp; Gymnastics (Wide, narrow, curled)</b> *Pupils can move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics'.</p> <p>*Pupils can experiment with moving in a variety of ways, understanding the differences between each type of movement.</p>	<p><b>What can we learn from sacred books? (Believing)</b></p> <p>Know that sacred texts contain stories/ teachings which are special to many people.</p> <p>Understand about issues of good and bad, right and wrong, arising from the stories.</p> <p>Create story boxes for religious stories and class special book about how we treat others</p>	<p><b>Moving Robots &amp; Robot Algorithms</b></p> <p>Choose a series of words that can be enacted as a program.</p> <p>Choose a series of commands that can be run as a program.</p> <p>Run a program on a device.</p>	<p><b>Art – Sculpting the Natural World</b></p> <p>Know how to change paper from flat shapes to 3D structures.</p> <p>Understand how to manipulate clay to get a variety of shapes and surfaces.</p> <p>Create a series of sculptures inspired by the natural world.</p>	<p><b>Celebrating Difference</b></p> <p><b>Year 1:</b> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p> <p>I know who to talk to if I am feeling worried.</p> <p>I can discuss how to make new friends.</p> <p><b>Year 2:</b> I know what a stereotype is.</p> <p>I know what bullying is and what to do if it is happening.</p> <p>I can explain that sometimes people get bullied because they are seen to be different.</p> <p>I can explain how it feels to have a</p>	<p><b>Pulse and Rhythm</b></p> <p>Clap the rhythm of their name.</p> <p>Clap in time to music.</p> <p>Sing the overall shape of a melody.</p> <p>Play in time to music.</p> <p>Copy and create rhythms based on word patterns.</p> <p>Play on the pulse.</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



<p>and five oceans.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, continents and oceans. Use simple compass directions.</p>	<p>needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, inc. micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>	<p>*Pupils can be creative as they link movements.</p> <p>*Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish</p> <p><b>Year 1&amp;2: Ball Skills (Hands 2 from Year 1)</b></p> <p>*Pupils can send a ball towards a target, applying the correct technique (rolling, throwing).</p> <p>*Ch. can carefully aim to score a point to beat an opponent.</p> <p>*Pupils develop their concentration skills as they focus on the target, their partner and the ball.</p> <p><b>&amp;</b></p> <p><b>Gymnastics (Year 2 Linking)</b></p> <p>*Pupils can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>*Pupils can demonstrate an</p>				<p>friend and be a friend.</p> <p>I can also explain why it is OK to be different from my friends.</p>		
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		<p>understanding of the concept of flow and apply this to their developing sequences.</p> <p><b>Year 2: Ball Skills (Year 2, Hands 1)</b></p> <p>*Children can pass and receive a ball.</p> <p>*Pupils can dribble, pass and move with developing accuracy.</p> <p>* Ch. Can combine these skills to score points.</p> <p>*Pupils can focus on their partner and team members and start to understand the consequences in a game when mistakes are made.</p> <p><b>&amp; Gymnastics (Year 2 Linking)</b></p> <p>*Children understand and demonstrate with confidence various ways of travelling and balancing with different parts of the body high or low (change of levels).</p> <p>* Children are able to smoothly link 3-4</p>						
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		<p>movements (eg. balance, roll, jump, body shape) in a planned gymnastics sequence.</p> <p>*Children recognise how their body feels when they are active (exercise improves health, makes them feel good and helps their body work well).</p> <p>*Children are able to lift, carry and erect their own apparatus in a co-operative and safe way.</p>						
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## Years 1 and 2 (Cycle B)

### Autumn 2<sup>nd</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
<p><b>Local History</b> Year 1 -Living in the Past</p> <p>Know the difference between 'past' and 'present'.</p> <p>Understand how things change over time.</p> <p>Explain how people lived in the past.</p> <p><b>Year 2 – Great Fire of London</b></p> <p>Know how the Great Fire of London occurred.</p> <p>Understand how we obtain information (from historical sources).</p> <p>Discuss the impact and events of the Great Fire of London.</p>	<p><b>Seasonal Change: Autumn to Winter (Year 1)</b></p> <p>Observe changes across Autumn and Winter.</p> <p>Describe how humnas, animals and plants adapt to changing seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Living Things and Their Habitats (Year 2)</b></p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic</p>	<p><b>Year 1: Ball Skills (Hands 1)</b></p> <p>*Pupils can send a ball towards a target, applying the correct technique and aiming carefully.</p> <p>*Pupils can receive and stop a ball.</p> <p>*Pupils demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p><b>&amp; Gymnastics (Wide, narrow, curled)</b></p> <p>*Pupils can move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics'.</p> <p>*Pupils can experiment with moving in a variety of ways, understanding the differences between each type of movement.</p>	<p><b>What Can We Learn From Sacred Books? (Christian/Muslims &amp; Jewish)</b></p> <p>Give reasons why a holy book is considered to be 'holy'.</p> <p>Re-tell The Lost Sheep; suggest the meaning(s) of this story.</p> <p>Re-tell the story of the Exodus.</p> <p>Identify and talk about the meaning of teachings of Jesus, recognising that they come from the Christian tradition.</p> <p>Suggest a meaning for the story of Prophet Muhammad and the Black Stone.</p> <p>Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story. Suggest answers to questions arising from the story of Jonah.</p>	<p><b>Robot Algorithms</b></p> <p>Choose a series of words that can be enacted as a program.</p> <p>Choose a series of commands that can be run as a program.</p> <p>Run a program on a device.</p>	<p><b>DT – Mechanisms Making a Moving Monster</b></p> <p>Create design criteria for a moving monster as a class.</p> <p>Design a moving monster in accordance with a design criteria.</p> <p>Make linkages using card for levers and split pins for pivots.</p> <p>Experiment with linkages adjusting the widths, lengths and thicknesses of card used.</p> <p>Cut and assemble components neatly.</p> <p>Evaluate own designs against design criteria.</p> <p>Use peer feedback to modify a final design.</p>	<p><b>Celebrating Difference</b></p> <p><b>Year 1:</b></p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p> <p>I know who to talk to if I am feeling worried.</p> <p>I can discuss how to make new friends.</p> <p><b>Year 2:</b></p> <p>I know what a stereotype is.</p> <p>I know what bullying is and what to do if it is happening.</p> <p>I can explain that sometimes people get bullied because they are seen to be different.</p> <p>I can explain how it feels to have a</p>	<p><b>Myths and legends</b></p> <p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



	<p>needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, inc. micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>	<p>*Pupils can be creative as they link movements.</p> <p>*Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish</p> <p><b>Year 1&amp;2: Ball Skills (Hands 2 from Year 1)</b></p> <p>*Pupils can send a ball towards a target, applying the correct technique (rolling, throwing).</p> <p>*Ch. can carefully aim to score a point to beat an opponent.</p> <p>*Pupils develop their concentration skills as they focus on the target, their partner and the ball.</p> <p><b>&amp;</b></p> <p><b>Gymnastics (Year 2 Linking)</b></p> <p>*Pupils can link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>*Pupils can demonstrate an</p>	<p>Ask and suggest answers to questions arising from The Lost Sheep .</p> <p>Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments.</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Notice and respond sensitively to how people from different faiths still tell the story of Jonah today.</p>			<p>friend and be a friend.</p> <p>I can also explain why it is OK to be different from my friends.</p>		
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		<p>understanding of the concept of flow and apply this to their developing sequences.</p> <p><b>Year 2: Ball Skills (Year 2, Hands 1)</b></p> <p>*Children can pass and receive a ball.</p> <p>*Pupils can dribble, pass and move with developing accuracy.</p> <p>* Ch. Can combine these skills to score points.</p> <p>*Pupils can focus on their partner and team members and start to understand the consequences in a game when mistakes are made.</p> <p><b>&amp; Gymnastics (Year 2 Linking)</b></p> <p>*Children understand and demonstrate with confidence various ways of travelling and balancing with different parts of the body high or low (change of levels).</p> <p>* Children are able to smoothly link 3-4</p>						
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		<p>movements (eg. balance, roll, jump, body shape) in a planned gymnastics sequence.</p> <p>*Children recognise how their body feels when they are active (exercise improves health, makes them feel good and helps their body work well).</p> <p>*Children are able to lift, carry and erect their own apparatus in a co-operative and safe way.</p>						
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## Year 3 and Year 4 (Cycle A)

### Autumn 2nd half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
<p><b>Map It! (Around The World)</b></p> <p>Locate the world's countries inc. Key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricord, Arctic and Antarctic Circle, Prime/Greenwich Meantime and time zones.</p> <p>Use maps, atlases, globes and digital/computing mapping to locate countries and describe features.</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Indoor: Invasion Games (Handball)</b></p> <p>*Pupils develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p> <p>* Pupils apply an understanding of where, when and why we pass and move, to score points against another team.</p> <p><b>Gymnastics (Canon and Unison)</b></p> <p>*Pupils can execute 'excellent' movements in both canon and unison. Pupils can link these movements together, forming sequences.</p> <p>*Pupils show good body control, tension, extension.</p> <p>*Pupils can collaborate showing cooperation skills with their partners/groups as they work together to create their sequences and share apparatus with others.</p> <p>Years 3&amp;4: Invasion Games (Football)</p> <p>*Pupils develop their passing,</p>	<p><b>What Do Different People Believe About God? (Believing) Christians, Hindus And Muslims Cont.</b></p> <p>Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>	<p><b>Programming – Repetition in Shapes</b></p> <p>Learn common commands and constructs of the Logo programming language.</p> <p>Develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code s.</p>	<p><b>DT Electric Systems: Torches</b></p> <p>Know the parts of a circuit and torch.</p> <p>Understand how to use trial and improvement to test a product and how to adapt a design to fit a user profile.</p>	<p><b>Celebrating Difference</b></p> <p><b>Year 3:</b></p> <p>I know that there are many different types of families. I know what a bystander should do when they witness bullying. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.</p> <p><b>Year 4:</b></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I know what influences me to make judgements about people.</p> <p>I can explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and</p>	<p><b>Composition to an Animation Year 3:</b></p> <p>Verbalise how the music makes them feel.</p> <p>Creae actions or movements appropriate to each section of a piece of music.</p> <p>Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</p> <p>Play melodies and rhythms which represent the section of animation they are accompanying.</p> <p><b>Year 4: Rock and Roll</b></p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p>	<p><b>Year 4:</b></p> <p><b>1. To identify 4 numbers in French</b></p> <p><b>2. To remember 2 days of the week</b></p> <p><b>3. To be aware that French nouns have 'genders'</b></p> <p><b>4.To be able to identify and use the sound OU</b></p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>*Pupils can apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.</p> <p>And</p> <p><b>Gymnastics (Bridges)</b></p> <p>*Pupils can execute 'excellent' balances and movements within the 'bridges' theme.</p> <p>*Children can identify and show a range of bridge shapes with back, front or side of the body towards the floor or apparatus.</p> <p>*Applying flow, pupils can link these movements and balances together.</p> <p>*Children understand and demonstrate a variety of high- and low-level bridges and are able to create a balanced gymnastics sequence with inclusion of bridges.</p> <p>*Ch. can transfer and extend all their ideas and skills onto apparatus at every stage of learning.</p> <p><b>Year 4 Dance (Space)</b></p> <p>*Children can explore,</p>				<p>others for who we are.</p>	<p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>		
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		<p>improvise and choose appropriate actions to create a dance motif, moving like an astronaut with expression and creativity, showing flow, change of levels and dynamics.</p> <p>*Children can make their movement big, clear and exaggerated.</p> <p>*Children can create and perform a dance sequence with a partner (moving in unison or canon).</p> <p>*Children appreciate ideas of others and can make improvements to their performance.</p> <p><b>Invasion Games (Football)</b></p> <p>*Pupils can apply a secure understanding of passing, moving and dribbling to shoot and score goals against another team.</p> <p>* Pupils will demonstrate a growing understanding of the difference between attack and defense as well as when, where and why we execute certain skills.</p>							
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## Years 3 and 4 (Cycle B)

### Autumn 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Indus Valley	<p><b>Light</b></p> <p>Recognise that they need light in order to see things, and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><b>Indoor: Invasion Games (Handball)</b></p> <p>*Pupils develop their passing and moving skills to outwit their opponents and keep possession of the ball.</p> <p>* Pupils apply an understanding of where, when and why we pass and move, to score points against another team.</p> <p><b>Gymnastics (Canon and Unison)</b></p> <p>*Pupils can execute 'excellent' movements in both canon and unison. Pupils can link these movements together, forming sequences.</p> <p>*Pupils show good body control, tension, extension.</p> <p>*Pupils can collaborate showing cooperation skills with their partners/groups as they work together to create their sequences and share apparatus with others.</p> <p>Years 3&amp;4: Invasion Games</p>	<p><b>How Do People from Religious And Non-Religious Communities Celebrate Key Festivals? (Expressing)</b></p> <p>Describe how the way people celebrate festivals might show something about their beliefs.</p> <p>Describe how survey data and interviews might tell us something about people's beliefs and worldviews.</p> <p>Identify some differences in the way festivals celebrated.</p> <p>Describe how the way people celebrate Christmas might show something about their beliefs.</p> <p>Suggest how celebrations studies might make a difference to how pupils think and live.</p>	<p><b>Programming - Sequencing Sounds</b></p> <p>Recognise that sequences can have an order.</p> <p>Explain that the order of commands in a program can affect the outcome.</p> <p>Create a sequence of commands to produce a given outcome (creating a musical instrument in Scratch)</p> <p>Learn that code can be copied from one sprite to another.</p> <p>Test projects to see if they perform as expected.</p>	<p><b>Art- Prehistoric Art (Indus Valley)</b></p> <p>Explore purpose of cave paintings/ prehistoric man made art</p> <p>understand scale to enlarge drawings in a different medium</p> <p>Experiment with natural materials to make paint and explore the colours and effects.</p> <p>Apply painting skills on a textured surface.</p> <p>Create a collaborative class piece of prehistoric-inspired art.</p> <p>Evaluate electrical products.</p> <p>Test and evaluate the success of a final product.</p>	<p><b>Celebrating Difference</b></p> <p><b>Year 3:</b></p> <p>I know that there are many different types of families.</p> <p>I know what a bystander should do when they witness bullying.</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.</p> <p><b>Year 4:</b></p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I know what influences me to make judgements about people.</p> <p>I can explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p>	TBC	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b></p> <p>Most learners can understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French.</p> <p><b>Speaking skill:</b></p> <p>Most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials.</p> <p><b>Writing skill:</b></p> <p>Most learners can write some familiar simple sentences and</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>(Football)</p> <p>*Pupils develop their passing, moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>*Pupils can apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.</p> <p>And</p> <p><b>Gymnastics (Bridges)</b></p> <p>*Pupils can execute 'excellent' balances and movements within the 'bridges' theme.</p> <p>*Children can identify and show a range of bridge shapes with back, front or side of the body towards the floor or apparatus.</p> <p>*Applying flow, pupils can link these movements and balances together.</p> <p>*Children understand and demonstrate a variety of high- and low-level bridges and are able to create a balanced gymnastics sequence with inclusion of bridges.</p> <p>*Ch. can transfer and extend all their ideas and skills onto apparatus at every stage of learning.</p> <p><b>Year 4</b></p>				<p>I can explain why it is good to accept myself and others for who we are.</p>		<p>words using a model and write some familiar words from memory.</p> <p><b>Intercultural skill:</b></p> <p>Most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.</p>	
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		<p><b>Dance (Space)</b></p> <p>*Children can explore, improvise and choose appropriate actions to create a dance motif, moving like an astronaut with expression and creativity, showing flow, change of levels and dynamics.</p> <p>*Children can make their movement big, clear and exaggerated.</p> <p>*Children can create and perform a dance sequence with a partner (moving in unison or canon).</p> <p>*Children appreciate ideas of others and can make improvements to their performance.</p> <p><b>Invasion Games (Football)</b></p> <p>*Pupils can apply a secure understanding of passing, moving and dribbling to shoot and score goals against another team.</p> <p>* Pupils will demonstrate a growing understanding of the difference between attack and defense as well as when, where and why we execute certain skills.</p>							
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## Years 5 and 6 (Cycle A) Autumn 2<sup>nd</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
<p><b>The Anglo-Saxons</b></p> <p>Understand how people's lives have shaped Britain.</p> <p>Gain historical perspective by understanding the connections between local and national history.</p> <p>Answer key question with details from the unit of work.</p>	<p><b>Earth and Space</b></p> <p>Describe the movement of the Earth and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p>	<p><b>Year 5: Gymnastics (Matching and Mirroring)</b></p> <p>*Pupils understand the difference between matching and mirroring movements.</p> <p>*Pupils can create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p style="text-align: center;"><b>And</b></p> <p><b>Net/wall games (Tennis)</b></p> <p>*Pupils can execute a wide range of shots (forehand, backhand, volley) and play the ball into space.</p> <p>*Pupils know how and where to serve the ball accurately to start the game.</p> <p>*Ch. begin to create, understand and apply tactics in their games.</p> <p><b>Year 5&amp;6: Swimming</b></p> <p style="text-align: center;"><b>And</b></p> <p><b>Invasion games (Handball)</b></p> <p>*Pupils are able to pass, move and shoot</p>	<p><b>What Would Jesus Do? (Believing)</b></p> <p>Outline Jesus' teaching on how his followers should live.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p><b>Webpage Creation (Year 5)</b></p> <p>Add text to a web page.</p> <p>Set the style of text on a web page.</p> <p>Embed media in a web page.</p> <p>Insert hyperlinks to another site.</p> <p>Preview a web page (for different screen size).</p> <p style="text-align: center;"><b>Physical Computing - Sensing (Microbits)</b></p> <p>Identify a variable in an existing program.</p> <p>Experiment with the value of an existing variable.</p> <p>Choose a name that identifies the role of a variable to make it more usable (to humans).</p> <p>Decide where in a program to set a variable.</p> <p>Update a variable.</p> <p>Use a variable in a conditional statement to control the flow of a program.</p> <p>Use the same variable in more than one location in a program.</p>	<p><b>Art – Modernism – Sculpture for Peace</b></p> <p>Know the key artists, motifs and cultural contexts of British Modernism.</p> <p>Use form and texture to reflect abstract concepts.</p> <p>Create carved, relief and free-standing Modernist sculptures.</p>	<p><b>Celebrating Difference</b></p> <p><b>Year 5:</b></p> <p>I understand what racism is.</p> <p>I understand that cultural differences sometimes cause conflict.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can understand a different culture from my own.</p> <p><b>Year 6:</b></p> <p>I understand there are different perceptions about what normal means.</p> <p>I understand how being different could affect someone's life.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p>	<p><b>Blues</b></p> <p>Name 3 key features of Blues music.</p> <p>Sing in tune, using vocal expression to convey meaning.</p> <p>Explain what a chord is and play the chord of C sixteen times.</p> <p>Play the twelve bar blues correctly.</p> <p>Play the notes of the Blues scales in the correct order, ascending and descending.</p> <p>Play a selection of Blues scale notes out of order in their own improvisation.</p>	<p>tbc</p>	<p>See the Trip Planner document:</p> <p style="text-align: center;"><a href="#">Trip Planner.docx</a></p>



		<p>accurately and consistently.</p> <p>*Pupils are able to switch fluidly between attack and defence as possession changes.</p> <p>*Pupils apply a refined understanding of passing and moving as well as an understanding of defensive strategies.</p> <p>*Pupils develop their communication skills as they officiate in game-based scenarios.</p> <p>*Pupils start to lead their team and manage their games.</p> <p><b>Year 6: Invasion Games (Tag Rugby)</b></p> <p>*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass).</p> <p>*Ch. Can create and apply defensive tactics.</p> <p>* Ch. can switch fluidly between attack and defence as possession changes.</p> <p>*Ch. understand when and why to apply certain skills.</p> <p><b>And</b></p>							
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		<p><b>Net/wall games (Badminton)</b></p> <p>Pupils are able to apply a refined ability to execute the correct technique for a range of shots, with accuracy and consistency (forehand, backhand, overhead shot, drop shot).</p> <p>*Ch. can serve consistently and with accuracy.</p> <p>*Pupils can demonstrate problem solving skills by creating a range of tactics, applying these to their games.</p> <p>*Pupils show respect as they collaborate with others and play by the rules.</p>							
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## Years 5 and 6 (Cycle B) Autumn 2<sup>nd</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>Map It! (Americas)</b></p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass</p>	<p><b>Living Things and Their Habitats</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Year 5: Gymnastics (Matching and Mirroring)</b></p> <p>*Pupils understand the difference between matching and mirroring movements.</p> <p>*Pupils can create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p style="text-align: center;"><b>And</b></p> <p><b>Net/wall games (Tennis)</b></p> <p>*Pupils can execute a wide range of shots (forehand, backhand, volley) and play the ball into space.</p> <p>*Pupils know how and where to serve the ball accurately to start the game.</p> <p>*Ch. begin to create, understand and apply tactics in their games.</p> <p><b>Year 5&amp;6: Swimming</b></p> <p style="text-align: center;"><b>And</b></p> <p><b>Invasion games (Handball)</b></p> <p>*Pupils are able to pass, move and shoot</p>	<p><b>What matters most to Christians and to Humanists?</b></p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>Describe what it means to be a Humanist.</p> <p>Discuss the 'hidden messages' of some stories that explore values.</p> <p>Give examples from Humanist and Christian moral codes.</p> <p>Describe some Christian and Humanist values simply, saying what I think about them.</p> <p>Suggest reasons why I think it might be helpful to follow a moral code.</p> <p>Talk about why it might be difficult to follow a moral code.</p> <p>Discuss different points of view about what is good and bad.</p> <p>Express my own ideas about big moral concepts, such as fairness or honesty.</p> <p>Compare my ideas about values with</p>	<p><b>Webpage Creation</b></p> <p>Add text to a web page</p> <p>Set the style of text on a web page</p> <p>Embed media in a web page.</p> <p>Insert hyperlinks to another site.</p> <p>Preview a web page (for different screen size).</p>	<p><b>Art – Arts and Crafts Movement (Printmaking)</b></p>	<p><b>Celebrating Difference</b></p> <p><b>Year 5:</b></p> <p>I understand what racism is.</p> <p>I understand that cultural differences sometimes cause conflict.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can understand a different culture from my own.</p> <p><b>Year 6:</b></p> <p>I understand there are different perceptions about what normal means.</p> <p>I understand how being different could affect someone's life.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p>	<p><b>Rock and Roll</b></p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b></p> <p>Most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.</p> <p><b>Speaking skill:</b></p> <p>Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They can perform a role-play with</p>	<p>See the Trip Planner document:</p> <p style="text-align: center;"><a href="#">Trip Planner.docx</a></p>



		<p>accurately and consistently.</p> <p>*Pupils are able to switch fluidly between attack and defence as possession changes.</p> <p>*Pupils apply a refined understanding of passing and moving as well as an understanding of defensive strategies.</p> <p>*Pupils develop their communication skills as they officiate in game-based scenarios.</p> <p>*Pupils start to lead their team and manage their games.</p> <p><b>Year 6: Invasion Games (Tag Rugby)</b></p> <p>*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass).</p> <p>*Ch. Can create and apply defensive tactics.</p> <p>* Ch. can switch fluidly between attack and defence as possession changes.</p> <p>*Ch. understand when and why to apply certain skills.</p> <p><b>And</b></p>	<p>the ideas of others we have studied.</p>			<p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>confidence and with accuracy.</p> <p><b>Reading skill:</b> Most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.</p> <p><b>Writing skill:</b> Most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.</p> <p><b>Intercultural skill:</b> Most learners can talk about the country/countries where the language is spoken.</p>	
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		<p><b>Net/wall games (Badminton)</b></p> <p>Pupils are able to apply a refined ability to execute the correct technique for a range of shots, with accuracy and consistency (forehand, backhand, overhead shot, drop shot).</p> <p>*Ch. can serve consistently and with accuracy.</p> <p>*Pupils can demonstrate problem solving skills by creating a range of tactics, applying these to their games.</p> <p>*Pupils show respect as they collaborate with others and play by the rules.</p>							
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# Spring 1<sup>st</sup> Half Term

## End Points





## Years 1 and 2 (Cycle A)

### Spring 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitor
<p>King Charles III</p> <p>Know the difference between past and present.</p> <p>Understand how things change over time.</p> <p>Explain the role of a monarch</p>	<p>Animals incl. Humans (Year 1 and Year 2)</p> <p>Identify a variety of animals.</p> <p>Identify common animals that are carnivores, herbivores and omnivores.</p> <p>Describe the structure of animals.</p> <p>Identify the basic parts of the human body (Yr 1)</p> <p>Understand life cycles;</p> <p>Describe the basic needs of animals inc. humans</p> <p>Describe the importance of healthy living for humans (Yr2)</p>	<p><b>Year 1: Dance (Heroes)</b></p> <p>*Children can respond to different stimuli (stories, poetry, music, and event) with a range of actions.</p> <p>*Children can copy and explore basic body actions and movement patterns.</p> <p>*Children can choose movements to make into their own phrases with beginning, middle and ending.</p> <p>*Children can talk about dance, linking movement to moods, ideas and feelings.</p> <p><b>&amp; Ball Skills (Feet 1)</b></p> <p>*Pupils can consolidate their ability to dribble the ball keeping control and moving into spaces.</p> <p>*Pupils develop their ability to pass the ball accurately.</p> <p>*Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p>	<p><b>Who Is A Muslim And What Do They Believe? (Believing)</b></p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah .</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>Digital Writing</p> <p>Use a Chromebook to write.</p> <p>Enter text onto a computer.</p> <p>Use a keyboard to enter text.</p> <p>Store/Save work on a Chromebook (online Word)</p> <p>Save and retrieve files.</p>	<p><b>Paper Mechanisms: Moving Story books</b></p> <p>Know whether a mechanism is a side-to-side slider or an up-and-down slider and predict what movement the mechanism will make.</p> <p>Create a picture, which meets the design criteria, with parts that move purposefully as planned.</p>	<p><b>Dreams and Goals</b></p> <p><b>Year 1:</b></p> <p>Tell how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>Know how to store the feelings of success in my internal treasure chest.</p> <p><b>Year 2:</b></p> <p>Explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>Express how it felt to be working as part of this group.</p>	<p><b>Tempo – The Snail and the Mouse</b></p> <p>Demonstrate slow and fast with their bodies and voices.</p> <p>Demonstrate slow and fast beats while saying a rhyme and using an instrument.</p> <p>Perform a song using a singing voice.</p> <p>Perform with an instrument.</p> <p>Observe others and move, speak, sing and play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Keep a steady pulse.</p> <p>Move, speak, sing and play demonstrating slow and fast beats.</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p><b>Year 1&amp;2: Dance (Heroes)</b></p> <p>*Pupils can move in relation to the music and respond with appropriate movements and actions.</p> <p>*Pupils can ensure their movements are big and clear.</p> <p>*Pupils develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p><b>&amp; Ball Skills (Feet 1, Year 1 Planning)</b></p> <p>*Pupils can dribble the ball keeping control and moving into spaces.</p> <p>*Pupils can pass the ball accurately to a partner.</p> <p>*Ch. Can focus on the target, their partner and the ball.</p> <p><b>Year 2: Dance (Explorers)</b></p> <p>*Pupils can respond to the music with appropriate movements and actions, using their whole body, ensuring their movements are big and clear.</p> <p>*Ch. can create a dance motif linked to a variety of characters.</p> <p>*Children apply 'Champion dancer' moves- can move with</p>						
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		<p>control, respond to the rhythm and move in relation to the music.</p> <p><b>Ball Skills (Feet 1, Year 2 plan)</b></p> <p>*Pupils can apply their passing and dribbling skills to keep possession and score a point.</p> <p>*Ch. can work collaboratively together with a partner or a small team.</p>						
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## Years 1 and 2 (Cycle B)

### Spring 1<sup>st</sup> half term

History / Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitor
<p>Queen Victoria</p> <p>Know about Queen Victoria and her life</p> <p>Explore some similarities and differences between your life and life in the Victorian era</p> <p>Understand how paintings and photographs can help us to learn about the past</p>	<p>Animals incl. Humans (Year 1 and Year 2)</p> <p>Identify a variety of animals.</p> <p>Identify common animals that are carnivores, herbivores and omnivores.</p> <p>Describe the structure of animals.</p> <p>Identify the basic parts of the human body (Yr 1)</p> <p>Understand life cycles;</p> <p>Describe the basic needs of animals inc. humans</p> <p>Describe the importance of healthy living for humans (Yr2)</p>	<p><b>Year 1: Dance (Heroes)</b></p> <p>*Children can respond to different stimuli (stories, poetry, music, and event) with a range of actions.</p> <p>*Children can copy and explore basic body actions and movement patterns.</p> <p>*Children can choose movements to make into their own phrases with beginning, middle and ending.</p> <p>*Children can talk about dance, linking movement to moods, ideas and feelings.</p> <p><b>&amp; Ball Skills (Feet 1)</b></p> <p>*Pupils can consolidate their ability to dribble the ball keeping control and moving into spaces.</p> <p>*Pupils develop their ability to pass the ball accurately.</p> <p>*Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p>	<p><b>How Should We Care For Others And The World, And Why Does It Matter? Christian/Muslims &amp; Jewish (Living)</b></p> <p>Give examples what Jesus said about the importance of people.</p> <p>Identify two examples of religious believers caring for people.</p> <p>Say what you know about the Jewish practice of Tzedakah.</p> <p>Identify the links between the teaching in the Torah and caring.</p> <p>Give reasons why Jesus told the story of the Good Samaritan.</p> <p>Answer questions such as what would it be like if everyone followed the golden rule?</p> <p>Describe different ideas about what God might be like from reading the creation story.</p> <p>Share their own creative ideas about what the creation story says about God.</p>	<p><b>Making Music</b></p> <p>Recognise that information on a computer can be stored</p> <p>Explain that information (work) on a computer can be saved</p> <p>Explain that stored information (work) can be retrieved, edited, and resaved</p> <p>Recognise that people around me can view my screen to see my work</p> <p>Recognise that my work can be printed and shared</p> <p>Recognise that my work can be shared between devices.</p>	<p><b>Art – Pop Art</b></p> <p>Know two famous artists in Pop Art movement.</p> <p>Use artist tools: paint, permanent marker, scissors, liquid glue.</p> <p>Create a collaborative mixed media popart.</p>	<p><b>Dreams and Goals</b></p> <p><b>Year 1:</b> Tell how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>Know how to store the feelings of success in my internal treasure chest.</p> <p><b>Year 2:</b> Explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>Express how it felt to be working as part of this group.</p>	<p><b>West African call and response song (Theme: Animals)</b></p> <p>Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p><b>Year 1&amp;2: Dance (Heroes)</b></p> <p>*Pupils can move in relation to the music and respond with appropriate movements and actions.</p> <p>*Pupils can ensure their movements are big and clear.</p> <p>*Pupils develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p><b>&amp; Ball Skills (Feet 1, Year 1 Planning)</b></p> <p>*Pupils can dribble the ball keeping control and moving into spaces.</p> <p>*Pupils can pass the ball accurately to a partner.</p> <p>*Ch. Can focus on the target, their partner and the ball.</p> <p><b>Year 2: Dance (Explorers)</b></p> <p>*Pupils can respond to the music with appropriate movements and actions, using their whole body, ensuring their movements are big and clear.</p> <p>*Ch. can create a dance motif linked to a variety of characters.</p> <p>*Children apply 'Champion dancer' moves- can move with</p>					<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	
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		<p>control, respond to the rhythm and move in relation to the music.</p> <p><b>Ball Skills (Feet 1, Year 2 plan)</b></p> <p>*Pupils can apply their passing and dribbling skills to keep possession and score a point.</p> <p>*Ch. can work collaboratively together with a partner or a small team.</p>						
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## Year 3 and 4 (Cycle A)

### Spring 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
<p><b>Ancient Greek Art and Culture</b></p> <p>Know how the Ancient Greeks developed new styles of architecture, sculpture and theatre.</p> <p>Understand how the Greeks have influenced modern art, architecture and theatre.</p> <p>Learn what happened at the end of the Greek era.</p>	<p><b>States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Indoor: Dance (Wild Animals)</b></p> <p>*Ch. can respond to stimuli, creating dance sequences with a partner in character.</p> <p>*Children can link dance actions to make short creative dances when working with a partner or in a small group (applying a broad range of movement skills).</p> <p>*Children can use a range of expressive language to describe dance.</p> <p>* Children can recognize unison and canon.</p> <p>* Children can perform dances using a range of movement patterns.</p> <p><b>And</b></p> <p><b>Invasion Games (Football)</b></p> <p>*Pupils develop their passing, moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>*Pupils can apply an understanding of where, when and why we pass, move</p>	<p><b>Why is Jesus inspiring to some people? (Believing)</b></p> <p>Connect the story of the unforgiving servant with an example of Christian life or action.</p> <p>Connect the story of the feeding of the 5000 with an example of Christian life or action.</p> <p>Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter.</p> <p>Describe how and why Christians celebrate Palm Sunday, Maundy Thursday, Good Friday and Easter day.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p>	<p><b>Photo Editing</b></p> <p>Recognise that digital images can be manipulated.</p> <p>Recognise that images can be changed for different purposes.</p> <p>Change the composition of an image.</p> <p>Apply a change globally (colours/ filters)</p> <p>Apply changes locally (retouch).</p> <p>Make additions to a photo.</p>	<p><b>DT - Mechanisms Pneumatic Toys</b></p> <p>Know how to use diagrams to explain ideas clearly.</p> <p>Understand how pneumatic systems work.</p> <p>Create a moving toy that depicts a creature from Greek mythology.</p>	<p><b>Dreams and Goals</b></p> <p>Evaluate my own learning process and identify how it can be better next time.</p> <p>Share my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p><b>Changes in Pitch, Tempo and Dynamics</b></p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/de crescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p>	<p>tbc</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>and dribble in order to score points against another team.</p> <p><b>Years 3&amp;4 Invasion Games (Basketball)</b></p> <p>*Children develop their passing (chest, bounce pass), moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p> <p>*Ch. show understanding of where, when and why to pass, dribble and score.</p> <p>*Ch. start to combine dribbling and passing in order to find space.</p> <p><b>Dance (Weather)</b></p> <p>*Pupils ensure that their movements are big and clear, they perform with expression and emotion as they tell a story.</p> <p>*Pupils understand what makes an 'excellent dance'- stage presence, timing, rhythm and sustaining character.</p> <p>*Pupils apply creativity as they try a range of movement options.</p> <p>*Children cooperate and encourage each other as they work successfully with their partner to execute their sequences in unison.</p>					<p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p>		
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		<p><b>Year 4: OAA</b> <b>(Orienteering and team building and problem-solving activities (indoors and non-pitch areas):</b></p> <p>*Children know how to use maps, plans, and pictures to orientate themselves and travel around a simple course.</p> <p>*Children can work increasingly cooperatively with others.</p> <p>* Children are able to show initiative when working in a group.</p> <p><b>And Basketball</b></p> <p>*Ch. refine passing and receiving.</p> <p>*Ch. understand basic principles of defending and know what it means to mark a player.</p> <p>*Pupils apply a secure understanding of passing, moving, dribbling and shooting to score points against another team.</p> <p>*Ch. can successfully rally.</p>							
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## Years 3 and 4 (Cycle B)

### Spring 1<sup>st</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
<p><b>Map it! (Europe)</b></p> <p>Use globes, atlases and digital maps</p> <p>Understand that globes, atlases and digital maps give us different information</p> <p>Name some countries, capital cities, rivers and mountain ranges in Europe</p> <p>Explain the difference between human and physical geography</p>	<p><b>Forces and Magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Indoor: Dance (Wild Animals)</b></p> <p>*Ch. can respond to stimuli, creating dance sequences with a partner in character.</p> <p>*Children can link dance actions to make short creative dances when working with a partner or in a small group (applying a broad range of movement skills).</p> <p>*Children can use a range of expressive language to describe dance.</p> <p>* Children can recognize unison and canon.</p> <p>* Children can perform dances using a range of movement patterns.</p> <p><b>And</b></p> <p><b>Invasion Games (Football)</b></p> <p>*Pupils develop their passing, moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>*Pupils can apply an understanding of where,</p>	<p><b>Why do people pray? (Expressing) Christians, Hindus and Muslims</b></p> <p>Describe ways Christians pray, including using the Lord's Prayer.</p> <p>Describe ways Muslims pray, including how they use the First Surah of the Holy Qur'an.</p> <p>Describe ways Hindus pray and worship, including using the Gayatri Mantra.</p> <p>Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe similarities &amp; differences between how Christians, Muslims and Hindus pray.</p>	<p><b>Animation</b></p> <p>Set-up a device for stop-frame animation.</p> <p>Capture a series of images.</p> <p>Use tools to review subject position ('onion skinning').</p> <p>Move a subject between captures.</p> <p>Play back a sequence of images to review.</p> <p>Remove images.</p> <p>Add sound effects.</p> <p>Add text for scenes, captions, credits etc.</p> <p>Playback a film.</p> <p>Export a film.</p>	<p><b>DT – Structures Magnet Fishing Games</b></p> <p>Know how to safely use tools such as saws and glue guns.</p> <p>Understand how to use design criteria to check the success of a project.</p> <p>Create a fun and educational magnet game.</p>	<p><b>Dreams and Goals</b></p> <p>Know how to make a new plan and set new goals even if I have been disappointed.</p> <p>Know what it means to be resilient and to have a positive attitude</p>	<p><b>Changes in Pitch, Tempo and Dynamics</b></p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/de crescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b> Most learners can understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French.</p> <p><b>Speaking skill:</b> Most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials.</p> <p><b>Writing skill:</b> Most learners can write some familiar simple sentences and</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>when and why we pass, move and dribble in order to score points against another team.</p> <p><b>Years 3&amp;4 Invasion Games (Basketball)</b>  *Children develop their passing (chest, bounce pass), moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p> <p>*Ch. show understanding of where, when and why to pass, dribble and score.</p> <p>*Ch. start to combine dribbling and passing in order to find space.</p> <p><b>Dance (Weather)</b>  *Pupils ensure that their movements are big and clear, they perform with expression and emotion as they tell a story.  *Pupils understand what makes an 'excellent dance'- stage presence, timing, rhythm and sustaining character.</p> <p>*Pupils apply creativity as they try a range of movement options.</p> <p>*Children cooperate and encourage each other as they work successfully with their partner to execute their sequences in unison.</p>					<p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p>	<p>words using a model and write some familiar words from memory.</p> <p><b>Intercultural skill:</b>  Most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.</p>	
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		<p><b>Year 4: OAA (Orienteering and team building and problem-solving activities (indoors and non-pitch areas):</b></p> <p>*Children know how to use maps, plans, and pictures to orientate themselves and travel around a simple course.</p> <p>*Children can work increasingly cooperatively with others.</p> <p>* Children are able to show initiative when working in a group.</p> <p><b>And Basketball</b></p> <p>*Ch. refine passing and receiving.</p> <p>*Ch. understand basic principles of defending and know what it means to mark a player.</p> <p>*Pupils apply a secure understanding of passing, moving, dribbling and shooting to score points against another team.</p> <p>*Ch. can successfully rally.</p>							
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## Years 5 and 6 (Cycle A)

### Spring 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>The Vikings</b></p> <p>Understand the impact of the Viking era on Britain today.</p> <p>Gain understanding of how historical sources can shape our impression of a civilization.</p> <p>Answer key question with details from the unit of work.</p>	<p><b>Forces</b></p> <p>Identify forces as pushes and pulls.</p> <p>Explain gravity as a force that pulls objects down.</p> <p>Identify Isaac Newton's discoveries.</p> <p>Explain the effects of friction, including air and water resistance, on moving objects.</p> <p>Identify different mechanisms.</p>	<p><b>Year 5: Invasion Games (Basketball)</b></p> <p>*Children understand and demonstrate a range of controlled passing, receiving, dribbling, shooting skills when playing an invasion game (basketball).</p> <p>*Children know and understand the positions they play and identify and show specific attacking and defending skills: marking a player or a space, intercepting, dodging, moving into space, shooting.</p> <p>*Children work as a team and follow basic rules of basketball.</p> <p><b>&amp; Dance (The Circus)</b></p> <p>*Children can explore, improvise and choose appropriate actions to create a dance motif, moving with expression and creativity, showing flow, change of levels and dynamics.</p> <p>*Children can make their movement big,</p>	<p><b>What Does It Mean to be a Muslim Today?</b></p> <p>Make connections between Muslim practice and the 5 pillars and their beliefs about God and the prophet Muhammad (PBUH).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Offer my views and ideas on the value and importance of fasting, charity and celebrations in the life of a Muslim.</p>	<p><b>Dragons' Den Presentation (Year 5) Webpage Creation</b></p> <p>Add text to a web page</p> <p>Set the style of text on a web page</p> <p>Embed media in a web page.</p> <p>Insert hyperlinks to another site.</p> <p>Preview a web page (for different screen size).</p> <p><b>Programming Variables (Year 6)</b></p> <p>Identify a variable in an existing program.</p> <p>Experiment with the value of an existing variable.</p> <p>Choose a name that identifies the role of a variable to make it more useable (to humans).</p> <p>Decide where in a program to set a variable.</p> <p>Use a variable in a conditional statement to control the flow of a program.</p> <p>Use the same variable in more than one location in a program.</p>	<p><b>DT- Stuffed Toys</b></p> <p>Know that it is easier to finish simpler designs to a high standard.</p> <p>Use a whip and running stitch to join fabric.</p> <p>Create a 3D soft toy from a 2D design.</p>	<p><b>Dreams and Goals</b></p> <p><b>Year 5:</b> Describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p> <p><b>Year 6:</b> Describe some ways in which I can work with other people to help make the world a better place.</p> <p>Identify why I am motivated to do this.</p>	<p><b>South and West Africa</b></p> <p>Sing using the correct pronunciation and with increasing confidence.</p> <p>Play a chord with two notes, remaining in time.</p> <p>Maintain their part in a performance with accuracy.</p> <p>Play the more complicated rhythms in time and with rests.</p> <p>Create an eight beat break and play this in the correct place.</p>	tbc	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>clear and exaggerated.</p> <p>*Children can create and perform a dance sequence with a partner (moving in unison and canon).</p> <p>*Children appreciate ideas of others and can make improvements to their performance.</p> <p><b>Year 5 &amp; 6: Gymnastics (Counter-Balance and Counter-Tension)</b></p> <p>*Children show understanding and can identify counter-balance and counter-tension.</p> <p>* Children can demonstrate counter-balance and counter-tension balances in two's showing changes in shape, level, body parts used and in contact.</p> <p>*Children can work in pairs to construct, practise, evaluate and improve the composition and quality of their gymnastics sequence.</p> <p>*Children can adapt and transfer a sequence onto apparatus.</p> <p>*Children can determine judging criteria for a gymnastic performance with a team of judges and use those criteria</p>							
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		<p>to feedback on the performances of others.</p> <p><b>And</b></p> <p><b>Invasion Games (Tag Rugby)</b></p> <p>*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass).</p> <p>*Ch. Can create and apply defensive tactics.</p> <p>* Ch. can switch fluidly between attack and defence as possession changes.</p> <p>*Ch. understand when and why to apply certain skills.</p> <p><b>Year 6: Swimming</b></p> <p><b>And</b></p> <p><b>Gymnastics- (Counterbalance and counter tension)</b></p> <p>Children show understanding and can identify counter-balance and counter-tension.</p> <p>* Children can demonstrate counter-balance and counter-tension balances in two's showing changes in shape, level, body parts used and in contact.</p>							
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		<p>*Children can work in pairs to construct, practise, evaluate and improve the composition and quality of their gymnastics sequence.</p> <p>*Children can adapt and transfer a sequence onto apparatus.</p> <p>*Children can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others.</p>							
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## Years 5 and 6 (Cycle B)

### Spring 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>The Kingdom of Benin</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>(Year 5s must cover SRE in addition)</b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b>Animals inc. Humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>(Year 5s must cover SRE in addition)</b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b>Year 5: Invasion Games (Basketball)</b></p> <p>*Children understand and demonstrate a range of controlled passing, receiving, dribbling, shooting skills when playing an invasion game (basketball).</p> <p>*Children know and understand the positions they play and identify and show specific attacking and defending skills: marking a player or a space, intercepting, dodging, moving into space, shooting.</p> <p>*Children work as a team and follow basic rules of basketball.</p> <p><b>&amp; Dance (The Circus)</b></p> <p>*Children can explore, improvise and choose appropriate actions to create a dance motif, moving with expression and creativity, showing flow, change of levels and dynamics.</p> <p>*Children can make their movement big,</p>	<p><b>Green Religion - How And Why Should Religious Communities Do More To Care For The Earth?</b></p> <p>Make connections between beliefs about the earth and activist behaviour in religions. Describe the teaching of two or more religions about the natural world. Discuss and apply ideas from Islam such as 'khalif' or 'corruption' to green issues. Discuss and apply ideas from Christianity such as stewardship and the Fall of Humanity to green issues. Discuss and apply ideas from Judaism such as 'healing the world' and the new year for trees, Tu B'shevat.</p> <p>• Discuss and apply Hindu ideas such as the concept of goddess Bhumi, Mother Earth and ahimsa, harmlessness, to green issues. Understand the challenges facing the planet and responses from different religions.</p>	<p><b>Year 5 – Dragon's Den project with Sway, Flipgrid, Forms Webpage Creation</b></p> <p><b>Add text to a web page</b></p> <p><b>Set the style of text on a web page</b></p> <p><b>Embed media in a web page.</b></p> <p><b>Insert hyperlinks to another site.</b></p> <p><b>Preview a web page (for different screen size).</b></p> <p><b>Year 6 – Programming: Physical Computing</b></p> <p><b>Experiment with a 'repeat until' loop.</b></p> <p><b>Use a condition in an 'if...then' statements to produce a given outcome.</b></p> <p><b>Show that a condition can switch program flow in one of two ways.</b></p> <p><b>Use a condition in an 'if...then...else...' statement to produce given outcomes</b></p>	<p><b>DT Food Technology Come Dine With Me (Meal planning)</b></p> <p>Know how to work safely with knives and raw ingredients.</p> <p>Understand the journey of everyday foods.</p> <p>Create safe and delicious dishes to share with their classmates.</p>	<p><b>Dreams and Goals</b></p> <p><b>Year 5:</b> Describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p> <p><b>Year 6:</b> Describe some ways in which I can work with other people to help make the world a better place.</p> <p>Identify why I am motivated to do this.</p>	<p><b>Changes in Pitch, Tempo and Dynamics</b></p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/de crescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b> Most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.</p> <p><b>Speaking skill:</b> Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>clear and exaggerated.</p> <p>*Children can create and perform a dance sequence with a partner (moving in unison and canon).</p> <p>*Children appreciate ideas of others and can make improvements to their performance.</p> <p><b>Year 5 &amp; 6: Gymnastics (Counter-Balance and Counter-Tension)</b></p> <p>*Children show understanding and can identify counter-balance and counter-tension.</p> <p>* Children can demonstrate counter-balance and counter-tension balances in two's showing changes in shape, level, body parts used and in contact.</p> <p>*Children can work in pairs to construct, practise, evaluate and improve the composition and quality of their gymnastics sequence.</p> <p>*Children can adapt and transfer a sequence onto apparatus.</p> <p>*Children can determine judging criteria for a gymnastic performance with a team of judges and use those criteria</p>	<p>Explain examples of green issues. Link the green issues with views of the planet from within religions.</p> <ul style="list-style-type: none"> <li>• Weigh up responses of religions are making to challenging green</li> </ul> <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'.</p> <p>Recognise that there are different points of view about how we respond to climate change issues.</p> <p>Express ideas about how religious communities can contribute.</p>				<p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p>	<p>can perform a role-play with confidence and with accuracy.</p> <p><b>Reading skill:</b> Most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.</p> <p><b>Writing skill:</b> Most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.</p> <p><b>Intercultural skill:</b> Most learners can talk about the country/countries where the language is spoken.</p>	
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		<p>to feedback on the performances of others.</p> <p><b>And</b></p> <p><b>Invasion Games (Tag Rugby)</b></p> <p>*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass).</p> <p>*Ch. Can create and apply defensive tactics.</p> <p>* Ch. can switch fluidly between attack and defence as possession changes.</p> <p>*Ch. understand when and why to apply certain skills.</p> <p><b>Year 6: Swimming</b></p> <p><b>And</b></p> <p><b>Gymnastics- (Counterbalance and counter tension)</b></p> <p>Children show understanding and can identify counter-balance and counter-tension.</p> <p>* Children can demonstrate counter-balance and counter-tension balances in two's showing changes in shape, level, body parts used and in contact.</p>							
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		<p>*Children can work in pairs to construct, practise, evaluate and improve the composition and quality of their gymnastics sequence.</p> <p>*Children can adapt and transfer a sequence onto apparatus.</p> <p>*Children can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others.</p>							
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# Spring 2<sup>nd</sup> Half Term

## End Points





# Years 1 and 2 (Cycle A)

## Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitors
<p>Focus country – China</p> <p>Know Beijing and London are capital cities.</p> <p>Explain why climate is different in Beijing and London.</p> <p>Describe the similarities and differences between Beijing and London.</p>	<p><b>Seasonal Change Winter-Spring (Year 1 and Year 2)</b></p> <ul style="list-style-type: none"> <li>•Observe changes across Spring and Summer.</li> <li>•Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>The Environment (Year 2) – check?</b></p> <p>Understand some of the ways our environment is changing and how we can have a positive impact on our world</p> <ul style="list-style-type: none"> <li>• Carry out simple tests, using measuring equipment and surveys</li> <li>• Record and communicate findings from research and simple tests to share with others</li> </ul>	<p><b>Year 1: Dance (Growing)</b></p> <p>*Children can respond to different stimuli (stories, poetry, music, and event) with a range of actions.</p> <p>*Pupils can move in relation to the music and respond with appropriate movements and actions.</p> <p>*Pupils can ensure their movements are big and clear.</p> <p>*Pupils develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p><b>&amp; Ball Skills (Hands 2)</b></p> <p>*Pupils can send a ball towards a target, applying the correct technique.</p> <p>* Pupils can aim carefully in order to score a point to beat an opponent.</p> <p>* Pupils develop their concentration skills as they focus on the target, their partner and the ball.</p> <p><b>Year 1&amp;2: Dance (The Zoo)</b></p>	<p><b>How and Why Do We Celebrate Special and Sacred Times</b></p> <p>Identify some ways Christians celebrate Easter and some ways Muslims celebrate Eid</p> <p>Give examples of what people do, give, sing, remember or think about at the religious celebrations</p> <p>Re-tell stories connected with Easter and say why these are important to believers</p>	<p><b>Grouping Data</b></p> <p>Identify some attributes of an object</p> <p>Collect simple data.</p> <p>Add data to a table or simple graph using a given format.</p> <p>Show that collected data can be counted.</p> <p>Describe the properties of an object.</p> <p>Choose an attribute to group object by.</p> <p>Group objects to answer questions.</p> <p>Explain that objects can be grouped by similarities/attributes.</p> <p>Describe a group of objects (based on commonality).</p>	<p><b>DT – Engineering Moving Vehicles (Primary Engineer)</b></p> <p>Know how to use jigs and handtools for safe, accurate cuts.</p> <p>Describe how their design will appeal to their client.</p> <p>Create a moving vehicle with safety features.</p>	<p><b>Healthy Me</b></p> <p><b>Year 1</b></p> <p>Say why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>Recognise how being healthy helps me to feel happy.</p> <p><b>Year 2:</b></p> <p>Make some healthy snacks and explain why they are good for my body.</p> <p>Express how it feels to share healthy food with my friends,</p>	<p><b>Fairytales – Timbre and Rhythmic Patterns</b></p> <p>Chant the well-known phrase, "I'll huff..."</p> <p>Make changes to their voices to represent a character.</p> <p>Choose a suitable sound to represent a specific point in a story.</p> <p>Play a rhythmic pattern along with their spoken words.</p> <p>Identify and hold up the correct sign to correspond to some music.</p> <p>Play/chant along with the elements of a story with prompting from the teacher.</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>





		<p>*Pupils can move in relation to the music and respond with appropriate movements and actions to the rhythm.</p> <p>*Children can choose and link actions to make short dance phrases.</p> <p>* Children can work with a partner, exploring relationship to movements of their partner.</p> <p><b>&amp; Ball Skills (Hands 1 from Year 2 Plans)</b></p> <p>*Pupils can dribble a ball, pass and move with developing accuracy.</p> <p>*Ch. Can combine the above skills to score points.</p> <p>*Pupils can focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</p> <p>*Ch. work collaboratively together</p> <p><b>Year 2: Dance (Growing)</b></p> <p>Pupils can respond to the music with appropriate movements and actions, using their whole body, ensuring their movements are big and clear.</p> <p>*Ch. can create a dance sequence in response to a stimulus.</p>						
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		<p>*Ch. can choose the dance actions that they perform in relation to their partner.</p> <p>*Children start to give feedback to others following their performances.</p> <p><b>And</b></p> <p><b>Ball Skills (Year 2; Hands 2)</b></p> <p>*Pupils can throw accurately underarm and execute a developing understanding of overarm throwing to beat an opponent.</p> <p>*Pupils can work collaboratively together with a partner or team.</p> <p>*Ch. understand consequences when mistakes are made in a game</p>						
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## Years 1 and 2 (Cycle B)

### Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Where do we live?	<p>Check - Seasonal Change Winter-Spring (Year 1 and Year 2) Living Things &amp; Habitats (Year 2)</p>	<p><b>Year 1: Dance (Growing)</b>            *Children can respond to different stimuli (stories, poetry, music, and event) with a range of actions.</p> <p>*Pupils can move in relation to the music and respond with appropriate movements and actions.</p> <p>*Pupils can ensure their movements are big and clear.</p> <p>*Pupils develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p><b>&amp; Ball Skills (Hands 2)</b>            *Pupils can send a ball towards a target, applying the correct technique.</p> <p>* Pupils can aim carefully in order to score a point to beat an opponent.</p> <p>* Pupils develop their concentration skills as they focus on the target, their partner and the ball.</p>	<p><b>How And Why Do We Celebrate Special And Sacred Times? (To be timed according to Christian/Jewish (Expressing))</b></p> <p>Describe how a festival is celebrated.</p> <p>Identify some ways Christians celebrate Easter.</p> <p>Describe what happens and what is being celebrated at Eid-ul Fitr.</p> <p>Describe what happens during Ramadan.</p> <p>Retell stories connected with Easter and say why these are important to Christians.</p> <p>Consider questions such as how might these foods help people remember this festival?</p> <p>Think of reasons why some people choose to</p>	<p><b>Pictograms</b></p> <p>show I can enter data onto a computer</p> <p>Recognise that people, animals and objects can be described by attributes</p> <p>Use a computer to view data in different formats.</p> <p>Use pictograms to answer single-attribute questions.</p> <p>Use a computer to answer comparison questions (graphs, tables).</p>	<p><b>Art - Contemporary Artists</b></p>	<p><b>Healthy Me</b></p> <p><b>Year 1</b>            Say why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>Recognise how being healthy helps me to feel happy.</p> <p><b>Year 2:</b>            Make some healthy snacks and explain why they are good for my body.</p> <p>Express how it feels to share healthy food with my friends,</p>	<p><b>On this island: British songs and sounds</b></p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p><b>Year 1&amp;2: Dance (The Zoo)</b></p> <p>*Pupils can move in relation to the music and respond with appropriate movements and actions to the rhythm.</p> <p>*Children can choose and link actions to make short dance phrases.</p> <p>* Children can work with a partner, exploring relationship to movements of their partner.</p> <p><b>&amp; Ball Skills (Hands 1 from Year 2 Plans)</b></p> <p>*Pupils can dribble a ball, pass and move with developing accuracy.</p> <p>*Ch. Can combine the above skills to score points.</p> <p>*Pupils can focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</p> <p>*Ch. work collaboratively together</p> <p><b>Year 2: Dance (Growing)</b></p> <p>Pupils can respond to the music with appropriate movements and actions, using their whole body, ensuring their movements are big and clear.</p> <p>*Ch. can create a dance</p>	<p>fast during Ramadan.</p> <p>Suggest why some people like to celebrate important events.</p> <p>Give reasons why some people use music in celebrations.</p> <p>Describe the link between Easter artefacts and the story and celebration of Easter events.</p> <p>Describe the link between a selection of Pesach symbol.</p>				<p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	
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		<p>sequence in response to a stimulus.</p> <p>*Ch. can choose the dance actions that they perform in relation to their partner.</p> <p>*Children start to give feedback to others following their performances.</p> <p><b>And</b></p> <p><b>Ball Skills (Year 2; Hands 2)</b></p> <p>*Pupils can throw accurately underarm and execute a developing understanding of overarm throwing to beat an opponent.</p> <p>*Pupils can work collaboratively together with a partner or team.</p> <p>*Ch. understand consequences when mistakes are made in a game</p>						
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## Year 3 and 4 (Cycle A)

### Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
<p><b>Volcanoes</b></p> <p>Know that the earth is made up of tectonic plates.</p> <p>Explain what causes volcanic eruptions and what happens when a volcano erupts.</p> <p>Describe the impacts of volcanoes on the local area.</p>	<p><b>Animals inc. Humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Year 3 Striking and Fielding (Cricket)</b></p> <p>*Children can catch and throw a ball with increasing confidence and accuracy (underarm, overarm, high, low, fast, slow).</p> <p>*Children can strike a ball with confidence, control and direct it into a simple target area.</p> <p>*Children can understand and identify good striking and fielding techniques and use the skills to play effectively in a small sided striking/fielding game.</p> <p>*Children show understanding and demonstrate the roles of bowler, striker (batter) and fielder.</p> <p>And</p> <p><b>OAA (Outdoor and Adventurous Activities)</b></p> <p>*Children can work within teams to complete the different problem-solving challenges successfully.</p>	<p><b>Why do some people think that life is like a journey and what significant experiences mark this?</b></p> <p>Describe how life is seen as a journey by some people.</p> <p>Think why some people have rituals to mark important life events.</p> <p>Describe two different Christian celebrations of belonging / initiation.</p> <p>Describe what happen at a Jewish Bar or Bat Mitzvah ceremony.</p> <p>Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</p> <p>Describe the significance of the Hindu sacred thread ceremony.</p> <p>Describe a wedding ceremony for two different religions.</p> <p>Consider questions about the importance and significance to Christians of different forms of baptism.</p>	<p><b>Programming – Repetition in Games (Scratch)</b></p> <p>list an everyday task as a set of instructions including repetition</p> <p>Use an indefinite loop to produce a given outcome.</p> <p>Use a count-controlled loop to produce a given outcome.</p> <p>Plan a program that includes appropriate loops to produce a given outcome.</p> <p>Recognise tools that enable more than one process to be run at the same time (concurrency).</p> <p>Create two or more sequences that run at the same time.</p>	<p><b>Early Islamic Empire</b></p> <p>Know the 3 main forms of Early Islamic decorative arts</p> <p>Use 2 forms of pattern making to develop print designs</p> <p>Create a series of repeated prints in the style of traditional Islamic crafts</p>	<p><b>Healthy Me</b></p> <p><b>Year 3:</b></p> <p>Understand how exercise affects my body and know why lungs and heart are important organs.</p> <p>Set myself a fitness challenge.</p> <p>Know that the amount of calories, fat and sugar I put in my body will affect my health.</p> <p>Know what it feels like to make healthy choices.</p> <p>Express knowledge and attitude towards drugs.</p> <p>Identify things, people and places that I needs to keep safe from.</p> <p>Express how being anxious or scared feels.</p> <p>Identify when something feels safe/unsafe.</p> <p>Understand how complex my body is.</p> <p><b>Year 4:</b></p> <p>Recognise how different friendship groups are formed.</p> <p>Understand the roles of leaders or followers in groups.</p>	<p><b>Year 3 – Pentatonic Melodies and Compositions</b></p> <p>Match their movements to the music, explaining why they chose these movements.</p> <p>Accurately notate and play a pentatonic melody.</p> <p>Play their part in a composition confidently.</p> <p>Work as a group to perform a piece of music.</p> <p><b>Year 4 - Haiku, Music and Performance</b></p> <p>Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.</p> <p>Recognise, name and describe the effect of the interrelated dimensions of music.</p> <p>Select instruments and sounds which match their vocabulary.</p> <p>Work as a group to</p>	tbc	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>*Children can follow simple marked trails in a familiar environment and identify where they are on the trail.</p> <p>* Children can recognize symbols and features of an orienteering map.</p> <p>*Children choose simple approaches to solve problems they have been set.</p> <p><b>Year 3&amp;4 OAA</b></p> <p>*Children can follow simple marked trails in a familiar environment and identify where they are on the trail.</p> <p>* Children can recognize symbols and features of an orienteering map.</p> <p>*Children choose simple approaches to solve problems they have been set.</p> <p>*Children work cooperatively with others on the task.</p> <p><b>And</b></p> <p><b>Striking and Fielding (Cricket)</b></p> <p>*Children can catch and throw a ball with increasing confidence and accuracy (underarm, overarm, high, low, fast, slow).</p> <p>*Children can strike a ball with confidence, control and</p>	<p>Suggest reasons why Christians baptise at birth and others have believer's baptism.</p> <p>Suggest reasons why ceremonies are significant to Jewish people.</p>			<p>Understand the facts about smoking and its effects on health.</p> <p>Recognised negative feelings in peer pressure and know how to act assertively.</p> <p>Understand the facys about alcohol on health.</p> <p>Recognise when people are putting me under pressure and explain ways to resist this.</p> <p>Know what I believe to be right or wrong.</p> <p>Tap into my inner strength and be assertive.</p>	<p>create a piece of music.</p> <p>Perform a piece of music as part of a group..</p>		
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		<p>direct it into a simple target area.</p> <p>*Children can understand and identify good striking and fielding techniques and use the skills to play effectively in a small sided striking/fielding game.</p> <p>*Children show understanding and demonstrate the roles of bowler, striker (batter) and fielder.</p> <p><b>Year 4: Invasion Games (Handball)</b></p> <p>*Pupils are able to apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>*Pupils demonstrate a growing understanding of the difference between attack and defense.</p> <p>*Pupils know where and when to shoot and when to defend.</p> <p><b>And</b></p> <p><b>Net/wall games (Badminton)</b></p> <p>*Children can identify and use appropriate forehand and backhand grips.</p> <p>*Ch. return to 'ready position' (center of the court) after performing each shot.</p>							
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		<p>* Ch. can demonstrate forehand and backhand serve.</p> <p>*Ch. can hit the shuttle using an appropriate grip- backhand, forehand, overhead.</p>							
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## Years 3 and 4 (Cycle B)

### Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
<p><b>Rivers</b></p>	<p><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Year 3 Striking and Fielding (Cricket)</b></p> <p>*Children can catch and throw a ball with increasing confidence and accuracy (underarm, overarm, high, low, fast, slow).</p> <p>*Children can strike a ball with confidence, control and direct it into a simple target area.</p> <p>*Children can understand and identify good striking and fielding techniques and use the skills to play effectively in a small sided striking/fielding game.</p> <p>*Children show understanding and demonstrate the roles of bowler, striker (batter) and fielder.</p> <p>And</p> <p><b>OAA (Outdoor and Adventurous Activities)</b></p> <p>*Children can work within teams to complete the different problem-solving challenges successfully.</p> <p>*Children can follow simple</p>	<p><b>Why are festivals important to religious communities? Christians, Muslims and Jewish (Expressing)</b></p> <p>Make links between beliefs about Jesus and the celebration of Easter.</p> <p>Make links between symbols used by churches and Christians in holy week and the celebration of Easter.</p> <p>Make links between the symbols on a seder plate and their meaning. Make links between the story of Lakshmi and practices at Divali.</p> <p>Suggest what matters most to believers at Easter/Id ul Fitr/Divali/ Pesach.</p> <p>Identify similarities &amp; differences between the way two Christian denominations celebrate Easter.</p> <p>Identify similarities &amp; differences between the celebration of two festivals. Identify some of the celebrations that form a</p>	<p><b>Programming – Events and Actions</b></p> <p>Explain that a program has a start.</p> <p>explain what a sequence is.</p> <p>Recognise that sequences can have an order.</p> <p>Order commands in a program.</p> <p>Explain that the order of commands can affect the outcome.</p> <p>Create a sequence of commands to produce a given outcome.</p>	<p><b>Art - Impressionism</b></p>	<p><b>Healthy Me</b></p> <p><b>Year 3:</b></p> <p>Understand how exercise affects my body and know why lungs and heart are important organs.</p> <p>Set myself a fitness challenge.</p> <p>Know that the amount of calories, fat and sugar I put in my body will affect my health. Know what it feels like to make healthy choices.</p> <p>Express knowledge and attitude towards drugs.</p> <p>Identify things, people and places that I need to keep safe from.</p> <p>Express how being anxious or scared feels.</p> <p>Identify when something feels safe/unsafe.</p> <p>Understand how complex my body is.</p> <p><b>Year 4:</b></p> <p>Recognise how different friendship groups are formed.</p> <p>Understand the roles of leaders or followers in groups.</p>	<p><b>Haiku, Music and Performance</b></p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Singing and playing in time with peers</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b></p> <p>Most learners can understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French.</p> <p><b>Speaking skill:</b></p> <p>Most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials.</p> <p><b>Writing skill:</b></p> <p>Most learners can write some familiar simple sentences and words using a model and</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>marked trails in a familiar environment and identify where they are on the trail.</p> <p>* Children can recognize symbols and features of an orienteering map.</p> <p>*Children choose simple approaches to solve problems they have been set.</p> <p><b>Year 3&amp;4 OAA</b></p> <p>*Children can follow simple marked trails in a familiar environment and identify where they are on the trail.</p> <p>* Children can recognize symbols and features of an orienteering map.</p> <p>*Children choose simple approaches to solve problems they have been set.</p> <p>*Children work cooperatively with others on the task.</p> <p><b>And</b></p> <p><b>Striking and Fielding (Cricket)</b></p> <p>*Children can catch and throw a ball with increasing confidence and accuracy (underarm, overarm, high, low, fast, slow).</p> <p>*Children can strike a ball with confidence, control and direct it into a</p>	<p>part of my own life Make links between things that are important in our community and celebrations that are held / could be held.</p>			<p>Understand the facts about smoking and its effects on health.</p> <p>Recognised negative feelings in peer pressure and know how to act assertively.</p> <p>Understand the facts about alcohol on health.</p> <p>Recognise when people are putting me under pressure and explain ways to resist this.</p> <p>Know what I believe to be right or wrong.</p> <p>Tap into my inner strength and be assertive.</p>	<p>with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>write some familiar words from memory.</p> <p><b>Intercultural skill:</b> Most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.</p>	
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		<p>simple target area.</p> <p>*Children can understand and identify good striking and fielding techniques and use the skills to play effectively in a small sided striking/fielding game.</p> <p>*Children show understanding and demonstrate the roles of bowler, striker (batter) and fielder.</p> <p><b>Year 4: Invasion Games (Handball)</b></p> <p>*Pupils are able to apply a secure understanding of passing, moving and shooting in order to score points against another team.</p> <p>*Pupils demonstrate a growing understanding of the difference between attack and defense.</p> <p>*Pupils know where and when to shoot and when to defend.</p> <p><b>And</b></p> <p><b>Net/wall games (Badminton)</b></p> <p>*Children can identify and use appropriate forehand and backhand grips.</p> <p>*Ch. return to 'ready position' (center of the court) after performing each shot.</p>							
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		<p>* Ch. can demonstrate forehand and backhand serve.</p> <p>*Ch. can hit the shuttle using an appropriate grip- backhand, forehand, overhead.</p>							
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## Years 5 and 6 (Cycle A)

### Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>Enough for Everyone</b></p> <p>Know examples of renewable and nonrenewable sources of energy .</p> <p>Explain how electricity is generated in the UK.</p> <p>Describe the pros and cons of energy sources.</p>	<p><b>Animals inc. Humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><b>(Year 5s must cover SRE in addition)</b></p> <p>Describe the changes as humans develop to old age.</p>	<p><b>Year 5: OAA (Orienteering and Team-Building Activities)</b></p> <p>*Pupils work within teams to refine effective strategies and tactics in order to complete the different problem-solving challenges successfully.</p> <p>*Children can adapt the strategies as necessary.</p> <p>*Children can take a leading role when working with others.</p> <p>*Children consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p><b>&amp; Striking and Fielding Games (Cricket)</b></p> <p>*Children refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.</p> <p>* Children can create, apply and refine tactics for batting, bowling and fielding,</p>	<p><b>Is It Better to Express your Religion in Arts and Architecture or in charity and Generosity?</b></p> <p>Describe and make connections between examples of religious creativity (buildings and art)</p> <p>Show understanding of the value of sacred buildings and art</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art</p>	<p><b>Year 5 – Dragon’s Den project with Sway, Flipgrid, Forms Webpage Creation</b></p> <p><b>Add text to a web page</b></p> <p>Set the style of text on a web page</p> <p>Embed media in a web page.</p> <p>Insert hyperlinks to another site.</p> <p>Preview a web page (for different screen size).</p> <p><b>Year 6 - Programming (Selection in quizzes)</b></p>	<p><b>Art – Seen and Heard! Activism in Art</b></p> <p>Know how artists have used public art and self-publication to protest social injustice.</p> <p>Use 3D and 2D media to create artwork on a topic of personal interest.</p> <p>Create a competition ready application for public art.</p>	<p><b>Healthy Me</b></p> <p><b>Year 5:</b></p> <p>Describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>Respect and value my body.</p> <p><b>Year 6:</b></p> <p>Evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>Describe how I feel about using alcohol when I am older and my reasons for this.</p>	<p><b>Compositions for the Festival of Colour</b></p> <p>Explore how music can be explored visually.</p> <p>Choose colours to create a visual representation of pieces of music.</p> <p>Use abstract images as inspiration and create own vocal compositions.</p> <p>Compose music based on a single colour.</p>	<p>tbc</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>reflecting on the tactics and making any necessary adaptations.</p> <p>*Children develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p><b>Year 5&amp;6: Dance (The Circus)</b></p> <p>*Children can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p> <p>*Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>*Children can select and use a range of compositional ideas (dynamics, pathways, formations, various movement) to create motifs that demonstrate their dance idea.</p> <p>*Children can work as choreographers to produce a dance for a valued audience.</p> <p>*Children can perform the created dance with clarity, control and sensitivity to the music, communicating a dance idea.</p>							
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		<p>*Children can use appropriate language and terminology to describe, interpret and evaluate dance.</p> <p><b>&amp; Striking and Fielding Games (Cricket)</b></p> <p>*Children consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.</p> <p>*Children demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.</p> <p>*Children can combine and perform skills with control (bowling, batting, fielding) in a competitive situation.</p> <p><b>Year 6: Swimming &amp; Striking and Fielding Games (Cricket)</b></p> <p>*Children consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.</p> <p>*Children demonstrate resourcefulness and problem solving skills by creating a</p>							
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		<p>range of tactics, applying these into their games.</p> <p>*Children can combine and perform skills with control (bowling, batting, fielding) in a competitive situation.</p>							
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## Years 5 and 6 (Cycle B)

### Spring 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>Our Changing World (Focus continent: Africa)</b></p> <p>Understand the interaction between physical and human processes</p> <p>Explain how Earth's features change over time</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Year 5: OAA (Orienteering and Team-Building Activities)</p> <p>*Pupils work within teams to refine effective strategies and tactics in order to complete the different problem-solving challenges successfully.</p> <p>*Children can adapt the strategies as necessary.</p> <p>*Children can take a leading role when working with others.</p> <p>*Children consolidate their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p><b>&amp; Striking and Fielding Games (Cricket)</b></p> <p>*Children refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents.</p> <p>* Children can create, apply and refine tactics for</p>	<p><b>Check - Is It Better To Express Your Religion In Arts &amp; Architecture Or In Charity &amp; Generosity? (Expressing) Christians and Muslims non-religious</b></p> <p>Understand different reasons why some buildings are sacred</p> <p>Consider, discuss and weigh up different views about why mosques are important.</p> <p>Consider, discuss and weigh up different views about why Christian sacred buildings are important.</p> <p>Consider, discuss and weigh up different views about why religious art is important.</p> <p>Suggest reasons, quoting religious sources, why Muslims consider charity and</p>	<p><b>Programing – Physical Computing (Crumble)</b></p> <p>Create a condition-controlled loop.</p> <p>Use a condition in an 'if...then...' statement to start an action.</p> <p>Use selection to switch the program flow in one of two ways.</p> <p>Use a condition in an 'if...then...else...' statement to produce given outcomes.</p>	<p><b>Art – Street Art</b></p>	<p><b>Healthy Me</b></p> <p>Year 5: Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>Respect and value my body.</p> <p>Year 6: Evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>Describe how I feel about using alcohol when I am older and my reasons for this.</p>	<p><b>Haiku, Music and Performance</b></p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Creating a piece of music with at</p>	<p>By the end of 2024.25...</p> <p><b>Listening skill:</b> Most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.</p> <p><b>Speaking skill:</b> Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations.</p> <p>*Children develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p><b>Year 5&amp;6: Dance (The Circus)</b></p> <p>*Children can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p> <p>*Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>*Children can select and use a range of compositional ideas (dynamics, pathways, formations, various movement) to create motifs that demonstrate their dance idea.</p> <p>*Children can work as choreographers to produce a dance for a valued audience.</p> <p>*Children can perform the created dance with clarity, control and sensitivity to the music, communication</p>	<p>generosity important.</p> <p>Recall and deploy information about religious buildings and charities. Notice, list and explain similarities and differences between different sacred buildings. Notice, list and explain similarities &amp; differences between Christian and Muslim sacred buildings. Describe and make connections between examples of religious creativity in Muslim buildings Describe why mosques matter to the Muslim community. Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture. Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. Suggest reasons why some people may be critical of religious art /</p>				<p>least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>can perform a role-play with confidence and with accuracy.</p> <p><b>Reading skill:</b> Most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.</p> <p><b>Writing skill:</b> Most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.</p> <p><b>Intercultural skill:</b> Most learners can talk about the country/countries where the language is spoken.</p>	
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		<p>g a dance idea.</p> <p>*Children can use appropriate language and terminology to describe, interpret and evaluate dance.</p> <p><b>&amp; Striking and Fielding Games (Cricket)</b></p> <p>*Children consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.</p> <p>*Children demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.</p> <p>*Children can combine and perform skills with control (bowling, batting, fielding) in a competitive situation.</p> <p><b>Year 6: Swimming &amp; Striking and Fielding Games (Cricket)</b></p> <p>*Children consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.</p> <p>*Children demonstrate resourcefulness</p>	<p>architecture, and why some would defend it as important.</p>						
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		<p>s and problem solving skills by creating a range of tactics, applying these into their games.</p> <p>*Children can combine and perform skills with control (bowling, batting, fielding) in a competitive situation.</p>							
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# Summer 1<sup>st</sup> Half Term

## End Points





## Years 1 and 2 (Cycle A)

### Summer 1<sup>st</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
<p><b>At The Seaside</b></p> <p>Know how to use key words such as beach, cliff and coast.</p> <p>Explain why people may use a harbour.</p> <p>Describe the differences/similarities between London and St. Ives.</p>	<p><b>Plants</b></p> <p><b>Year 1:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Year 2:</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Year 1: Team Building</b></p> <p>*Children use developing teamwork skills in pairs and small teams to complete set challenges successfully.</p> <p>*Children begin to understand what makes an effective team and why we must include everyone.</p> <p>*Children start to create simple tactics.</p> <p><b>And</b></p> <p><b>Athletics/Lo comotion (jumping and throwing)</b></p> <p>*Pupils can explore various ways of jumping.</p> <p>* Children can throw a variety of objects with some accuracy using under and over arm throws.</p> <p>* Children can throw at a target.</p>	<p><b>What Makes Some Places Sacred? Christians and Muslims (Expressing)</b></p> <p>Identify special objects and symbols found in a sacred place and say what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Ask good questions during a school visit about what happens in a church.</p>	<p><b>Digital Painting</b></p> <p>Use a computer to paint a picture.</p> <p>Make marks digitally on a computer screen.</p> <p>Store and retrieve work.</p> <p>Share work.</p>	<p><b>DT – Puppets</b></p> <p>Know that ‘joining technique’ means connecting two pieces of material together.</p> <p>Understand how to use a template to create a design for a puppet.</p> <p>Create a fun finger and hand puppet from fabric.</p>	<p><b>Relationships</b></p> <p><b>Year 1:</b> Tell why I appreciate someone who is special to me and express how I feel about them.</p> <p><b>Year 2:</b> Identify some of the things that cause conflict between me and my friends.</p> <p>Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p><b>Pitch and Tempo</b></p> <p>Explain what pitch means.</p> <p>Identify whether a note is higher or lower.</p> <p>Create a pattern using two pitches, then play or sing it.</p> <p>Explain what tempo means.</p> <p>Identify simple tempo changes in music.</p> <p>Perform a pattern that gradually gets faster (accelerando).</p> <p>Contribute to a group composition and performance by creating, selecting, combining and performing sounds.</p> <p>Suggest improvements to their work.</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p><b>Year 1&amp;2: Team Building</b> *Pupils develop and apply teamwork skills in pairs and small teams to complete set challenges successfully.</p> <p>*Ch. Can communicate with others on their team (share ideas and listen when others speak).</p> <p>*Ch. start to develop simple strategies in order to complete the task.</p> <p><b>Athletics/Lo comotion (Running and Jumping and throwing)</b> Children can jump and land safely showing correct technique – arms swing, knees bend.</p> <p>* Children can demonstrate various jumps and show very simple combinations (hop, skip, bounce etc.)</p> <p>*Children can move at different speeds with increasing control.</p>						
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		<p>*Children can demonstrate an underarm and overarm throw and show increasing accuracy when throwing into targets.</p> <p><b>Year 2: Dance (Water)</b></p> <p>*Pupils can respond to the music with appropriate movements and actions, using their whole body.</p> <p>*Ch. can ensure their movements are big and clear.</p> <p>*Pupils develop their concentration skills as they listen to music and make decisions on how to move in response.</p> <p><b>&amp; Athletics / Locomotion (Running, jumping and throwing)</b></p> <p>*Children can run at different speeds for short and long distances and over obstacles.</p> <p>*Children can throw across various distances and aim at a target (when throwing).</p>						
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		<p>*Children can link a variety of jumps together (eg. Hop-skip-jump or hop-hop-jump etc.)</p>						
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## Years 1 and 2 (Cycle B)

### Summer 1<sup>st</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
<p><b>Where Do We Work?</b> Focus Country - Bangladesh</p>	<p><b>Plants</b> Year 1- Identify a variety of plants and describe the basic structure of flowering plants.</p> <p>Year 2: Observe and describe how seeds and bulbs grow and describe what plants need to grow and stay healthy.</p>	<p><b>Year 1: Team Building</b></p> <p>*Children use developing teamwork skills in pairs and small teams to complete set challenges successfully.</p> <p>*Children begin to understand what makes an effective team and why we must include everyone.</p> <p>*Children start to create simple tactics.</p> <p><b>And</b></p> <p><b>Athletics/Lo comotion (jumping and throwing)</b></p> <p>*Pupils can explore various ways of jumping.</p> <p>* Children can throw a variety of objects with some accuracy using under and over arm throws.</p> <p>* Children can throw at a target.</p>	<p><b>What Makes Some Places Sacred?</b> Christians and Muslims (Expressing) cont.</p>	<p><b>Digital Photography</b></p> <p>Know what to press/tap to take a picture.</p> <p>Know how to hold a device safely and responsibly.</p> <p>Capture a digital image.</p> <p>Focus/ zoom in and out.</p> <p>Review photographs take.</p> <p>Delete poor quality imaegs.</p> <p>Edit a photo.</p> <p>Recolour a photo.</p> <p>Crop a photo.</p>	<p><b>DT Food Technology</b> <b>Balanced Diets</b></p> <p>Design a healthy wrap based on a food combination which works well together.</p> <p>Slice food safely using the bridge or claw grip.</p> <p>Construct a wrap that meets a design brief.</p> <p>Describe the taste, texture and smell of fruit and vegetables.</p> <p>Taste test food combinations and final products.</p> <p>Describe the information that should be included on a label.</p> <p>Evaluate which grip was most effective.</p>	<p><b>Relationships</b></p> <p><b>Year 1:</b> Tell why I appreciate someone who is special to me and express how I feel about them.</p> <p><b>Year 2:</b> Identify some of the things that cause conflict between me and my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p><b>Musical Me</b></p> <p>Recognising timbre changes and structural features in music they listen to. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>See the Trip Planner document: <a href="#">Trip Planner.docx</a></p>



		<p><b>Year 1&amp;2: Team Building</b> *Pupils develop and apply teamwork skills in pairs and small teams to complete set challenges successfully.</p> <p>*Ch. Can communicate with others on their team (share ideas and listen when others speak).</p> <p>*Ch. start to develop simple strategies in order to complete the task.</p> <p><b>Athletics/Lo comotion (Running and Jumping and throwing)</b> Children can jump and land safely showing correct technique – arms swing, knees bend.</p> <p>* Children can demonstrate various jumps and show very simple combinations (hop, skip, bounce etc.)</p> <p>*Children can move at different speeds with increasing control.</p>						
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		<p>*Children can demonstrate an underarm and overarm throw and show increasing accuracy when throwing into targets.</p> <p><b>Year 2: Dance (Water)</b></p> <p>*Pupils can respond to the music with appropriate movements and actions, using their whole body.</p> <p>*Ch. can ensure their movements are big and clear.</p> <p>*Pupils develop their concentration skills as they listen to music and make decisions on how to move in response.</p> <p><b>&amp; Athletics / Locomotion (Running, jumping and throwing)</b></p> <p>*Children can run at different speeds for short and long distances and over obstacles.</p> <p>*Children can throw across various distances and aim at a target (when throwing).</p>						
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		<p>*Children can link a variety of jumps together (eg. Hop-skip-jump or hop-hop-jump etc.)</p>						
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## Years 3 and 4 (Cycle A)

### Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
<p><b>Ancient Rome</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>- Develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Study the Roman Empire.</p>	<p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Invasion Games (Basketball)</b></p> <p>*Children develop their passing (chest, bounce pass), moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p> <p>*Ch. show understanding of where, when and why to pass, dribble and score.</p> <p><b>And</b></p> <p><b>Net/wall (Tennis)</b></p> <p>*Children can throw/hit the ball into space on their opponents' side of the court.</p> <p>*After playing a shot children return to a ready position, ready to return the ball.</p> <p>*Pupils develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents' side of the court.</p> <p><b>Year 3&amp;4: Dance (Wild Animals)</b></p> <p>*Ch. can respond to stimuli, creating dance sequences with a partner in character.</p>	<p><b>What Can We Learn From Religions About Deciding What Is Right And Wrong? Christians, Jewish and non-religious</b></p> <p>Describe what temptation is and how it can affect people's behaviour.</p> <p>Make links between stories about temptation &amp; examples of people being tempted now.</p> <p>Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.</p> <p>Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule. Give examples of how the ten commandments might show Jewish people how to live.</p> <p>Explain that Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and</p>	<p><b>Desktop Publishing</b></p> <p>Show that page orientation can be changed.</p> <p>Organise text and image placeholders in a page layout.</p> <p>Add text to a placeholder.</p> <p>Add/remove images to and from placeholders.</p> <p>Move, resize and rotate images.</p> <p>Edit text in a placeholder.</p> <p>Choose fonts and apply effects to text.</p> <p>Review a document.</p>	<p><b>Art – Still Life and Landscapes</b></p> <p>Know the work of historic and contemporary artists in the drawing media</p> <p>Use 4 shading techniques with confidence</p> <p>Create a series of drawings using shading techniques</p>	<p><b>Relationships</b></p> <p><b>Year 3 –</b> Identify roles and responsibilities of each family member.</p> <p>Identify and practice friendship skills.</p> <p>Know strategies to stay safe online.</p> <p>Explain how some actions of people around the world help and influence my life.</p> <p>Understand how my needs and rights are shared by other children.</p> <p>Know how to show my appreciation to my friends and family.</p> <p><b>Year 4 –</b> Recognise situations which can cause jealousy.</p> <p>Identify someone I love.</p> <p>Tell about someone I know and no longer see.</p> <p>Recognise how friendships change.</p> <p>Understand what having a girl/boyfriend might mean.</p> <p>Know how to show love and appreciate to people and animals who</p>	<p><b>Year 3 – Jazz</b></p> <p>Explain what ragtime music is.</p> <p>Play on the 'off beat' and sing a syncopated rhythm.</p> <p>Play a call and then improvise a response.</p> <p>Improvise or compose a scat singing performance with sounds and words.</p> <p>Compose and play a jazz motif fluently, using swung quavers.</p> <p>Play a swung rhythm using a tuned percussion instrument.</p> <p><b>Year 4 Samba and Carnival Sounds</b></p> <p>Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.</p> <p>Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.</p> <p>Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</p>	<p>tbc</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>*Children can link dance actions to make short creative dances when working with a partner or in a small group (applying a broad range of movement skills).</p> <p>*Children can use a range of expressive language to describe dance.</p> <p>* Children can recognize unison and canon.</p> <p>* Children can perform dances using a range of movement patterns.</p> <p><b>And Net/wall games (Tennis)</b></p> <p>*Children can throw/hit the ball into space on their opponents' side of the court.</p> <p>*After playing a shot children return to a ready position, ready to return the ball.</p> <p>*Pupils develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents' side of the court.</p> <p>*Ch. Can apply forehand and backhand shot in a mini game.</p> <p><b>Year 4: Gymnastics (Rolling)</b></p> <p>*Children can identify and show at least 2 different types of rolls (forwards,</p>	two great commandments.			are special to me.	<p>Play their break in time with the rest of their group and play in the correct place in the piece.</p> <p>Play in time and with confidence; accurately playing their break.</p>		
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		<p>backwards, sideways) and understand that they can be performed in different directions and different speeds.</p> <p>* Children can create a sequence with a partner linking different rolls with jumps, balances and travelling movement; can perform the sequence with control and accuracy.</p> <p>*Children observe and describe movements of others using appropriate language.</p> <p><b>And</b></p> <p><b>Net/wall games (Tennis)</b></p> <p>*Ch. can apply forehand and backhand shot in a mini game.</p> <p>*Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time.</p> <p>* Pupils apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents' side of the court.</p>							
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## Years 3 and 4 (Cycle B)

### Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>Ancient Egypt</b></p>	<p><b>Animals inc. Humans</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food—they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Invasion Games (Basketball)</b></p> <p>*Children develop their passing (chest, bounce pass), moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score.</p> <p>*Ch. show understanding of where, when and why to pass, dribble and score.</p> <p><b>And</b></p> <p><b>Net/wall (Tennis)</b></p> <p>*Children can throw/hit the ball into space on their opponents' side of the court.</p> <p>*After playing a shot children return to a ready position, ready to return the ball.</p> <p>*Pupils develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents' side of the court.</p> <p><b>Year 3&amp;4: Dance (Wild Animals)</b></p> <p>*Ch. can respond to stimuli, creating dance sequences</p>	<p><b>What Does It Mean To Be A Christian Today? (Living)</b></p> <p>Describe what Christians do to show their faith.</p> <p>Describe how one hymn or song shows specific Christian beliefs or teaching.</p> <p>Describe what might be hard or a challenge about being a Christian.</p> <p>Give reasons why Christians and others help other people.</p> <p>Note similarities &amp; differences between the reasons that religious people and non-religious people give for helping people.</p> <p>Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?</p>	<p><b>Branching Database</b></p> <p>Create a physical and online branching database.</p> <p>Select yes/no questions for sorting.</p> <p>Understand the importance of question types and order.</p>	<p><b>Art-Contemporary Artists</b></p>	<p><b>Relationships</b></p> <p><b>Year 3 –</b></p> <p>Identify roles and responsibilities of each family member.</p> <p>Identify and practice friendship skills.</p> <p>Know strategies to stay safe online.</p> <p>Explain how some actions of people around the world help and influence my life.</p> <p>Understand how my needs and rights are shared by other children.</p> <p>Know how to show my appreciation to my friends and family.</p> <p><b>Year 4 –</b></p> <p>Recognise situations which can cause jealousy.</p> <p>Identify someone I love.</p> <p>Tell about someone I know and no longer see.</p> <p>Recognise how friendships change.</p> <p>Understand what having a girl/boyfriend might mean.</p> <p>Know how to show love and appreciate to people and</p>	<p><b>Samba and Carnival Sounds and Instruments</b></p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Beginning to improvise musically within a given style.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing syncopated</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b></p> <p>Most learners can understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French.</p> <p><b>Speaking skill:</b></p> <p>Most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials.</p> <p><b>Writing skill:</b></p> <p>Most learners can write some familiar simple sentences and words using a model and</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>with a partner in character.</p> <p>*Children can link dance actions to make short creative dances when working with a partner or in a small group (applying a broad range of movement skills).</p> <p>*Children can use a range of expressive language to describe dance.</p> <p>* Children can recognize unison and canon.</p> <p>* Children can perform dances using a range of movement patterns.</p> <p><b>And Net/wall games (Tennis)</b></p> <p>*Children can throw/hit the ball into space on their opponents' side of the court.</p> <p>*After playing a shot children return to a ready position, ready to return the ball.</p> <p>*Pupils develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents' side of the court.</p> <p>*Ch. Can apply forehand and backhand shot in a mini game.</p> <p><b>Year 4: Gymnastics (Rolling)</b></p> <p>*Children can identify and show at least 2</p>				<p>animals who are special to me.</p>	<p>rhythms with accuracy, control and fluency.</p>	<p>write some familiar words from memory.</p> <p><b>Intercultural skill:</b></p> <p>Most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.</p>	
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		<p>different types of rolls (forwards, backwards, sideways) and understand that they can be performed in different directions and different speeds.</p> <p>* Children can create a sequence with a partner linking different rolls with jumps, balances and travelling movement; can perform the sequence with control and accuracy.</p> <p>*Children observe and describe movements of others using appropriate language.</p> <p><b>And</b></p> <p><b>Net/wall games (Tennis)</b></p> <p>*Ch. can apply forehand and backhand shot in a mini game.</p> <p>*Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time.</p> <p>* Pupils apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents' side of the court.</p>							
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# Years 5 and 6 (Cycle A)

## Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
<p><b>How Do Humans Use the Amazon Forest?</b></p> <p>Know the key features of the Amazon Rainforest.</p> <p>Explain what deforestation is and its impacts.</p> <p>Describe how tribes and nontribal people use the rainforest.</p>	<p><b>Living Things and Their Habitats</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b>Year 5: Swimming &amp; Athletics</b></p> <p>*Children can sustain their pace over longer distances and run more rhythmically.</p> <p>*Children know and understand the basic principles of relay take over ('upsweep' method) and take part in relays.</p> <p>*Children can throw (over-arm) with greater control and accuracy.</p> <p>*Children can perform a range of jumps showing control and consistency at take-off and landing.</p> <p>*Children can organize themselves in small groups safely (measure distance, time each other); identify good points when others perform and suggest ways of improving.</p> <p><b>Year 5&amp;6: Invasion Games (Football)</b></p> <p>*Children demonstrate a range of controlled passing, receiving, dribbling and striking skills when kicking a ball and implement</p>	<p><b>What Can Be Done To Reduce Racism? What Can We Learn From Religious and Non-Religious Worldviews cont.?</b></p> <p>Describe simply two examples of racism, describing what is unfair or unjust in each case</p> <p>Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts</p> <p>Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples</p>	<p><b>Selection in Quizzes (on Scratch)</b></p> <p>Experiment with a repeat-until loop.</p> <p>Use a condition in an 'if...then...else' statement to produce a given outcome.</p> <p>Show that a condition can flow in one of two ways.</p> <p>Use a condition in an 'if...then...else' statement to produce given outcomes.</p>	<p><b>DT – Microbit Temperature Monitors</b></p> <p>Know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions.</p> <p>Apply the results of research to further inform your design criteria.</p>	<p><b>Relationships</b></p> <p><b>Year 5:</b></p> <p>Explain how to stay safe when using technology to communicate with my friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p><b>Year 6:</b></p> <p>Recognise when people are trying to gain power or control.</p> <p>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Yr6)</p>	<p><b>Looping and Remixing</b></p> <p>Perform a looped body percussion rhythm; keeping in time with their group.</p> <p>Use loops to create a whole piece of music, ensuring that the different aspects of music work together.</p> <p>Play the first section of 'Somewhere Over the Rainbow' with accuracy.</p> <p>Choose a suitable fragment of music and be able to play it along to the backbeat.</p> <p>Perform a piece with some structure and two different loops.</p>	tbc	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>them in a game.</p> <p>*Children know and understand the positions they play and show specific attacking and defending skills (marking a player or a space, intercepting, dodging, moving into a space and shooting).</p> <p>*Children show understanding of how to organise their team into different formations (eg. 'overload' the attack).</p> <p><b>And</b></p> <p><b>Net/wall games (Badminton)</b></p> <p>*Pupils are able to apply a refined ability to execute the correct technique for a range of shots, with accuracy and consistency.</p> <p>*Pupils can demonstrate problem solving skills by creating a range of tactics, applying these to their games.</p> <p>*Pupils show respect as they collaborate with others and play by the rules.</p> <p><b>Year 6: Invasion Games (Football)</b></p> <p>*Children demonstrate a range of controlled passing, receiving, dribbling and striking skills when kicking a ball and</p>							
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		<p>implement them in a game.</p> <p>*Children know and understand the positions they play and show specific attacking and defending skills (marking a player or a space, intercepting, dodging, moving into a space and shooting).</p> <p>*Children show understanding of how to organise their team into different formations (eg. 'overload' the attack).</p> <p><b>And</b></p> <p><b>Dance (The Circus)</b></p> <p>*Children can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p> <p>*Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>*Children can select and use a range of compositional ideas (dynamics, pathways, formations, various movement) to create motifs that demonstrate their dance idea.</p> <p>*Children can work as choreographers to produce a dance for a</p>							
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		<p>valued audience.</p> <p>*Children can perform the created dance with clarity, control and sensitivity to the music, communicating a dance idea.</p> <p>*Children can use appropriate language and terminology to describe, interpret and evaluate dance.</p>							
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## Years 5 and 6 (Cycle B)

### Summer 1<sup>st</sup> half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
<p><b>Children's Lives in WW1 &amp; WW2</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within the periods they study</p> <p>Note connections, contrasts and trends over time - Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Study an aspect in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Year 5: Swimming &amp; Athletics</b></p> <p>*Children can sustain their pace over longer distances and run more rhythmically.</p> <p>*Children know and understand the basic principles of relay take over ('upsweep' method) and take part in relays.</p> <p>*Children can throw (over-arm) with greater control and accuracy.</p> <p>*Children can perform a range of jumps showing control and consistency at take-off and landing.</p> <p>*Children can organize themselves in small groups safely (measure distance, time each other); identify good points when others perform and suggest ways of improving.</p> <p><b>Year 5&amp;6: Invasion Games (Football)</b></p> <p>*Children demonstrate a range of controlled passing, receiving, dribbling and striking skills when kicking a</p>	<p><b>What Difference Does It Make To Believe In Ahimsa (Harmlessness), Grace (The Generosity Of God), And Ummah (Community)?</b></p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations</p> <ul style="list-style-type: none"> <li>• Explain the connection between the work of Hindu charities to the Hindu concepts of sewa (service) and ahimsa</li> </ul>	<p><b>Year 5:</b></p> <p><b>Year 6 - Transition unit KS2-KS3 with Microbits</b></p> <p>Understand how variables and inputs can be used on the micro:bit to create a sports counter</p> <p>Create an algorithm for a sport counter, and code, run and evaluate the use of the micro:bit to count activities</p> <p>(2 lessons)</p>	<p><b>DT – Playground Architects (Condensed)</b></p> <p>Design a playground featuring a variety of different structures.</p> <p>Consider effective and ineffective designs.</p> <p>Build a range of play apparatus structures drawing upon new and prior knowledge of structures.</p> <p>Measure, mark and cut wood to create a range of structures.</p> <p>Use a range of materials to reinforce and add decoration to structures.</p> <p>Improve a design plan based on peer evaluation.</p> <p>Test and adapt a design to improve it as it is developed.</p> <p>Identify what makes a</p>	<p><b>Relationships</b></p> <p><b>Year 5:</b></p> <p>Explain how to stay safe when using technology to communicate with my friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p><b>Year 6:</b></p> <p>Recognise when people are trying to gain power or control.</p> <p>Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Yr6)</p>	<p><b>Samba and Carnival Sounds and Instruments</b></p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Beginning to improvise musically within a given style.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b> Most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.</p> <p><b>Speaking skill:</b> Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They can perform a</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>ball and implement them in a game.</p> <p>*Children know and understand the positions they play and show specific attacking and defending skills (marking a player or a space, intercepting, dodging, moving into a space and shooting).</p> <p>*Children show understanding of how to organise their team into different formations (eg. 'overload' the attack).</p> <p><b>And</b></p> <p><b>Net/wall games (Badminton)</b></p> <p>*Pupils are able to apply a refined ability to execute the correct technique for a range of shots, with accuracy and consistency.</p> <p>*Pupils can demonstrate problem solving skills by creating a range of tactics, applying these to their games.</p> <p>*Pupils show respect as they collaborate with others and play by the rules.</p> <p><b>Year 6: Invasion Games (Football)</b></p> <p>*Children demonstrate a range of controlled passing, receiving, dribbling and striking skills</p>	<p>(harmlessnes s).</p> <p>Make connections between beliefs and behaviour in Christian religion.</p> <p>Make connections between belief in the grace of God teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Describe some of the impacts of religious commitments on life.</p> <p>Debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?</p> <p>Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.</p>		<p>successful structure.</p>		<p>Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>role-play with confidence and with accuracy.</p> <p><b>Reading skill:</b> Most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.</p> <p><b>Writing skill:</b> Most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.</p> <p><b>Intercultural skill:</b> Most learners can talk about the country/countries where the language is spoken.</p>	
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		<p>when kicking a ball and implement them in a game.</p> <p>*Children know and understand the positions they play and show specific attacking and defending skills (marking a player or a space, intercepting, dodging, moving into a space and shooting).</p> <p>*Children show understanding of how to organise their team into different formations (eg. 'overload' the attack).</p> <p><b>And</b></p> <p><b>Dance (The Circus)</b></p> <p>*Children can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p> <p>*Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>*Children can select and use a range of compositional ideas (dynamics, pathways, formations, various movement) to create motifs that demonstrate their dance idea.</p> <p>*Children can work as choreographer</p>							
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		<p>s to produce a dance for a valued audience.</p> <p>*Children can perform the created dance with clarity, control and sensitivity to the music, communicating a dance idea.</p> <p>*Children can use appropriate language and terminology to describe, interpret and evaluate dance.</p>							
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# Summer 2<sup>nd</sup> Half Term

## End Points





# Years 1 and 2 (Cycle A)

## Summer 2nd half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
<p><b>Great Sea / Space Explorers</b></p> <p>Develop historical knowledge and understanding of the lives and significance of Christopher Columbus and Neil Armstrong.</p> <p>Discover some navigation techniques</p> <p>make comparisons across different eras.</p>	<p><b>Super Scientists &amp; Innovative Inventors</b></p> <p>At our annual Science Celebration, we will be presenting:</p> <p>Class publishing on a Super Scientist or Innovative Inventor linked to our science topics this year.</p> <p>A class project to demonstrate our science skills: curiosity, experimentation, observation, invention.</p>	<p><b>Year 1: Ball skills (Racket, bat and ball)</b></p> <p>*Children can push(dribble) a ball with a racket showing control.</p> <p>*Ch. develop pushing (and hitting) a ball (with a racket) towards a target.</p> <p>* Ch. understand the meaning of aiming, power and control, and know how to utilise these skills to be successful.</p> <p><b>And Attack and Defense (Games for understanding )</b></p> <p>*Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders.</p> <p>* When defending, pupils can successfully make a tag.</p> <p>* Pupils start to create and apply simple tactics for attacking and defending.</p> <p>* Pupils understand that the rules are important in a game.</p> <p><b>Or Health and Well-being</b></p>	<p><b>How Should We Care For Others and The World, and Why Does It Matter? Christians/Muslims &amp; Jewish) (Living)</b></p> <p>Give examples what Jesus said about the importance of people</p> <p>Describe how Mother Teresa have put their beliefs into action</p> <p>Give their own answer to the unit question, giving simple reasons for their answers</p>	<p><b>Animation</b></p> <p>Choose background.</p> <p>Select, copy and paste frames.</p> <p>Add own objects to the animation.</p> <p>Create multiple frames.</p>	<p><b>Art – Water colour painting – Turner and the Sea</b></p> <p>Know the work of famous British painter JMW Turner</p> <p>Understand how to use watercolour paint effectively</p> <p>Create a seascape painting using multiple paint techniques</p>	<p><b>Changing Me</b></p> <p><b>Year 1:</b> Identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>Respect my body and understand which parts are private.</p> <p><b>Year 2:</b> Recognise the physical differences between boys and girls, use the correct names for parts of the body.</p> <p>Appreciate that some parts of my body are private.</p> <p>Say what I like/don't like about being a boy/girl.</p>	<p><b>Under the Sea</b></p> <p>Create movements that match the music, explaining why they are moving in that way.</p> <p>Identify descriptive sounds within the music.</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body.</p> <p>Make appropriate instrument choices to represent a descriptive sound.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Follow simple instructions during a group performance.</p> <p>Create their own graphic score and play from it.</p> <p>Make more than one sound on their instrument and with their voice</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>*Pupils demonstrate a basic understanding of agility, balance and coordination and why they are important.</p> <p>*Ch. can perform and complete circuits on their own and collaborate by supporting their peers.</p> <p><b>Year 1&amp;2: Ball Skills (Racket, bat and ball)</b></p> <p>*Children can push(dribble) a ball with a racket showing increasing control.</p> <p>*Ch. can hit a ball with a racket with power.</p> <p>* Ch. can hit and develop pushing a ball (with a racket) towards a target.</p> <p><b>And</b></p> <p><b>Attack and Defence (Games for Understanding )</b></p> <p>*Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders.</p> <p>* When defending, pupils can successfully make a tag.</p> <p>* Pupils start to create and apply simple tactics for attacking and defending.</p> <p>* Pupils understand that the rules are important in a game.</p>						
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		<p><b>Year 2: Ball Skills (Racket, bat and ball)</b></p> <p>*Ch. can combine hitting a ball (with a racket) with accuracy, power and control.</p> <p>*Pupils know how to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders.</p> <p>*Pupils will understand why it is so important to hit the ball into space and apply this as they outwit their opponents.</p> <p><b>And</b></p> <p><b>Well-being</b></p> <p>*Ch. can move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.</p> <p>* Pupils demonstrate a strong understanding of agility, balance and coordination and why they are important.</p> <p>*Ch. strive to improve their performance.</p> <p><b>Or</b></p> <p><b>Team building</b></p> <p>*Pupils develop and apply teamwork skills in pairs and small teams to complete set challenges successfully.</p> <p>*Pupils demonstrate a strong understanding of what makes</p>						
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		<p>an effective team.</p> <p>*Ch. can communicate with others on their team (share ideas and listen when others speak).</p> <p>*Ch. create and apply simple strategies to complete the task working together.</p>						
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## Years 1 and 2 (Cycle B)

### Summer 2nd half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Great Changemakers in History	Super Scientists & Innovative Inventors	<p><b>Year 1:</b> Ball skills (Racket, bat and ball) *Children can push(dribble) a ball with a racket showing control.</p> <p>*Ch. develop pushing (and hitting) a ball (with a racket) towards a target.</p> <p>* Ch. understand the meaning of aiming, power and control, and know how to utilise these skills to be successful.</p> <p><b>And Attack and Defense (Games for understanding )</b> *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders.</p> <p>* When defending, pupils can successfully make a tag.</p> <p>* Pupils start to create and apply simple tactics for attacking and defending.</p> <p>* Pupils understand that the rules are important in a game.</p> <p><b>Or Health and Well-being</b> *Pupils demonstrate a</p>	<p><b>Who is Jewish and What Do They Believe? (Believing)</b></p> <p>Know how the mezuzah at home reminds Jewish people about God (A3).</p> <p>Ask good questions about how Jewish artefacts are used and their meaning</p> <p>Talk about how Shabbat is a special day of the week for Jewish people</p> <p>Give some examples of what Jewish people might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</p>	<p><b>Programming Quizzes</b></p> <p>Choose a series of words that can be enacted as a sequence.</p> <p>Explain what happens when we change the order of instructions.</p> <p>Choose a series of commands that can be run as a program.</p> <p>Trace a sequence to make a prediction. Test a prediction by running the sequence .</p> <p>Create and debug a program that I have written.</p> <p>Run a program on a device.</p>	<p><b>DT – Constructing a windmill</b></p>	<p><b>Changing Me</b></p> <p><b>Year 1:</b> Identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>Respect my body and understand which parts are private.</p> <p><b>Year 2:</b> Recognise the physical differences between boys and girls, use the correct names for parts of the body.</p> <p>Appreciate that some parts of my body are private.</p> <p>Say what I like/don't like about being a boy/girl.</p>	<p><b>Dynamics, timbre, tempo and motifs (Theme: Space)</b></p> <p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes.</p>	<p>See the Trip Planner document: <a href="#">Trip Planner.docx</a></p>



		<p>basic understanding of agility, balance and coordination and why they are important.</p> <p>*Ch. can perform and complete circuits on their own and collaborate by supporting their peers.</p> <p><b>Year 1&amp;2: Ball Skills (Racket, bat and ball)</b></p> <p>*Children can push(dribble) a ball with a racket showing increasing control.</p> <p>*Ch. can hit a ball with a racket with power.</p> <p>* Ch. can hit and develop pushing a ball (with a racket) towards a target.</p> <p><b>And</b></p> <p><b>Attack and Defence (Games for Understanding )</b></p> <p>*Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders.</p> <p>* When defending, pupils can successfully make a tag.</p> <p>* Pupils start to create and apply simple tactics for attacking and defending.</p> <p>* Pupils understand that the rules are important in a game.</p> <p><b>Year 2:</b></p>					<p>Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	
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		<p><b>Ball Skills (Racket, bat and ball)</b></p> <p>*Ch. can combine hitting a ball (with a racket) with accuracy, power and control.</p> <p>*Pupils know how to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders.</p> <p>*Pupils will understand why it is so important to hit the ball into space and apply this as they outwit their opponents.</p> <p><b>And</b></p> <p><b>Well-being</b></p> <p>*Ch. can move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.</p> <p>* Pupils demonstrate a strong understanding of agility, balance and coordination and why they are important.</p> <p>*Ch. strive to improve their performance.</p> <p><b>Or</b></p> <p><b>Team building</b></p> <p>*Pupils develop and apply teamwork skills in pairs and small teams to complete set challenges successfully.</p> <p>*Pupils demonstrate a strong understanding of what makes</p>						
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		<p>an effective team.</p> <p>*Ch. can communicate with others on their team (share ideas and listen when others speak).</p> <p>*Ch. create and apply simple strategies to complete the task working together.</p>						
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# Years 3 and 4 (Cycle A)

## Summer 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p><b>Roman Britain (Geography focus)</b></p> <p>Develop a chronologically secure understanding of British history just before and during the Roman invasion and conquest.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Super Scientists &amp; Innovative Inventors</b></p> <p>At our annual Science Celebration, we will be presenting:</p> <p>Class publishing on a Super Scientist or Innovative Inventor linked to our science topics this year.</p> <p>A class project to demonstrate our science skills: curiosity, experimentation, observation, invention.</p>	<p><b>Outdoor: Athletics – Yr 3</b></p> <p>*Children can run at fast, medium and slow speeds and are able to change speed and direction.</p> <p>*Children can demonstrate different combinations of jumps (hop, skip, bounce).</p> <p>*Children can throw a range of equipment consistently and accurately (distance and accuracy).</p> <p><b>Net/wall games (Badminton)</b></p> <p>*Ch. Can demonstrate 'ready position' and understand it's importance.</p> <p>* Children can identify and use appropriate forehand and backhand grips.</p> <p>*Children can make contact with a shuttle using an overhead action.</p> <p><b>Years 3&amp;4: Athletics</b></p> <p>*Pupils can apply the correct technique for sprinting.</p> <p>* Ch. explore pacing and the correct technique for pull throw-javelin.</p>	<p><b>How do family life and festivals show what matters to Jewish people? (Living)</b></p> <p>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in the community.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people and in pupil's own lives.</p>	<p><b>Audio Editing</b></p> <p>Choose buttons to start and stop recording.</p> <p>Know where the microphone is.</p> <p>Locate the recorded audio.</p> <p>Playback audio.</p> <p>Select a section of audio.</p> <p>Delete sections of audio.</p> <p>Apply sound effects to audio.</p> <p>Save/export audio file.</p>	<p><b>Art – Abstract Expressionism – Painting and Sculpture</b></p> <p>Know the historical context and some key artists of the Abstract Expressionism movement</p> <p>Use intention and movement to create expressive paintings</p> <p>Create a variety of stable, sturdy sculptures from different materials</p>	<p><b>Changing Me Year 3 -</b></p> <p>Understand that in animals and humans lots of changes happen (when babies grow).</p> <p>Explain feelings about a new baby and how to nurture a baby.</p> <p>Understand girls' and boys' bodies need to change when they grow up.</p> <p>Recognise stereotypical ideas about parenting and family roles.</p> <p>Identify what I am looking forward to in Year 4.</p> <p><b>Year 4 –</b></p> <p>Understand personal characteristics from my birth parents.</p> <p>Describe how a girl's body changes. Know strategies to cope with physical and emotional changes.</p> <p>Know how the circle of change works.</p> <p>Identify changes outside of my control.</p>	<p><b>Traditional Indian Music</b></p> <p>Verbalise feelings about music and identify likes and dislikes.</p> <p>Read musical notation and play the correct notes of the rag.</p> <p>Improvise along to a drone and tal.</p> <p>Play a rag and a tal accurately alongside a drone.</p> <p>Sing accurately from musical notation and lyrics.</p> <p>Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p> <p><b>Year 4 - Adapting and Transposing Motifs</b></p> <p>Learn a new song, singing in time and in tune while following the lyrics.</p> <p>Identify motifs aurally and play a repeated pattern on a tuned instrument.</p> <p>Create and performing a motif, notating it with reasonable accuracy.</p> <p>Transpose their motif,</p>	tbc	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>* Children can perform a range of jumps in combination (hop, skip, bounce).</p> <p>*Children recognize that there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation.</p> <p><b>And</b></p> <p><b>Net/wall games (Badminton)</b></p> <p>*Ch. Can demonstrate 'ready position' and understand it's importance.</p> <p>* Children can identify and use appropriate forehand and backhand grips.</p> <p>*Children can make contact with a shuttle using an overhead action.</p> <p><b>Year 4: Striking and Fielding (Cricket)</b></p> <p>*Children can perform the basic skills needed for the game with increasing control and confidence (bowling, striking, fielding).</p> <p>*Children can throw accurately and be reliable 'bowlers' ('feeders') of the ball.</p> <p>*Children understand and use rules and keep games going without disputes.</p>					<p>using sharp or flat notes where necessary and change the rhythm.</p> <p>Combine different versions of a musical motif and perform as a group using musical notation.</p>		
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		<p><b>And Athletics</b></p> <p>*Children can run at different speeds smoothly and with consistency.</p> <p>*Children can demonstrate throws with some accuracy and power into a target area (pull and push throw).</p> <p>*Children can perform a range of jumps, showing consistent techniques.</p> <p>*Children recognise that there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation.</p>							
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## Years 3 and 4 (Cycle B)

### Summer 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
<p><b>Mountains</b></p>	<p><b>Super Scientists &amp; Innovative Inventors</b></p> <p>At our annual Science Celebration, we will be presenting:</p> <p>Class publishing on a Super Scientist or Innovative Inventor linked to our science topics this year.</p> <p>A class project to demonstrate our science skills: curiosity, experimentation, observation, invention.</p>	<p><b>Outdoor: Athletics – Yr 3</b></p> <p>*Children can run at fast, medium and slow speeds and are able to change speed and direction.</p> <p>*Children can demonstrate different combinations of jumps (hop, skip, bounce).</p> <p>*Children can throw a range of equipment consistently and accurately (distance and accuracy).</p> <p><b>Net/wall games (Badminton)</b></p> <p>*Ch. Can demonstrate 'ready position' and understand its importance.</p> <p>* Children can identify and use appropriate forehand and backhand grips.</p> <p>*Children can make contact with a shuttle using an overhead action.</p> <p><b>Years 3&amp;4: Athletics</b></p> <p>*Pupils can apply the correct technique for sprinting.</p> <p>* Ch. explore pacing and the correct technique for pull throw-javelin.</p>	<p><b>Why is the Bible so important for Christians today? (Believing)</b></p> <p>Describe what Christians and/or people from other religions believe makes their book sacred or holy.</p> <p>Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.'</p> <p>Describe some things that Christians find helpful about reading their Bible?</p> <p>Look for similarities &amp; differences between their own ideas about God and some Christian ideas.</p> <p>Find out more about the ways Christians think of God and see the world.</p> <p>Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation.</p> <p>Describe Jesus' teaching about forgiveness.</p>	<p><b>Data Loggers</b></p> <p>use a digital device to collect data automatically. choose how often to automatically collect data samples.</p> <p>Use a set of logged data to find information.</p> <p>Use a computer program to sort data by one attribute.</p> <p>Export information in different formats.</p>	<p><b>DT Digital World Electric Charms</b></p> <p>Problem solving by suggesting potential features on a Micro:bit</p> <p>Justifying my ideas.</p> <p>Develop design ideas for a technology pouch.</p> <p>Draw and manipulate 2D shapes, using computer-aided design, to produce a point-of-sale badge.</p> <p>Use a template to cut and assemble the pouch.</p> <p>Following list of design requirements.</p> <p>Select and use the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch.</p> <p>Apply functional features.</p> <p>Analyse and evaluate an existing product.</p> <p>Identify the key features of a pouch.</p>	<p><b>Changing Me Year 3 -</b></p> <p>Understand that in animals and humans lots of changes happen (when babies grow).</p> <p>Explain feelings about a new baby and how to nurture a baby.</p> <p>Understand girls' and boys' bodies need to change when they grow up.</p> <p>Recognise stereotypical ideas about parenting and family roles.</p> <p>Identify what I am looking forward to in Year 4.</p> <p><b>Year 4 –</b></p> <p>Understand personal characteristics from my birth parents.</p> <p>Describe how a girl's body changes. Know strategies to cope with physical and emotional changes.</p> <p>Know how the circle of change works.</p> <p>Identify changes outside of my control.</p>	<p><b>Adapting and Transposing Motifs</b></p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decelando) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to</p>	<p><b>By the end of 2024.25...</b></p> <p><b>Listening skill:</b></p> <p>Most learners can understand and respond to familiar spoken words, phrases and sentences. They understand basic classroom instructions. Most learners should be able to hear and learn about the different sounds in French.</p> <p><b>Speaking skill:</b></p> <p>Most learners can communicate with simple questions and phrases using correct pronunciation. They can also enjoy and sing some French songs. In the reading skill, most learners can recognise and understand some familiar words and phrases in written form. They are generally confident in reading aloud, and in using reference materials.</p> <p><b>Writing skill:</b></p> <p>Most learners can write some familiar simple sentences and words using a model and</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>* Children can perform a range of jumps in combination (hop, skip, bounce).</p> <p>*Children recognize that there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation.</p> <p><b>And</b></p> <p><b>Net/wall games (Badminton)</b></p> <p>*Ch. Can demonstrate 'ready position' and understand it's importance.</p> <p>* Children can identify and use appropriate forehand and backhand grips.</p> <p>*Children can make contact with a shuttle using an overhead action.</p> <p><b>Year 4: Striking and Fielding (Cricket)</b></p> <p>*Children can perform the basic skills needed for the game with increasing control and confidence (bowling, striking, fielding).</p> <p>*Children can throw accurately and be reliable 'bowlers' ('feeders') of the ball.</p> <p>*Children understand and use rules and keep games going without disputes.</p>					<p>label and record their compositions. Suggesting improvements to others work using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>write some familiar words from memory.</p> <p><b>Intercultural skill:</b></p> <p>Most learners can talk about some celebrations/traditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.</p>	
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		<p><b>And Athletics</b></p> <p>*Children can run at different speeds smoothly and with consistency.</p> <p>*Children can demonstrate throws with some accuracy and power into a target area (pull and push throw).</p> <p>*Children can perform a range of jumps, showing consistent techniques.</p> <p>*Children recognise that there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation.</p>							
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## Years 5 and 6 (Cycle A)

### Summer 2<sup>nd</sup> half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
<p>The Golden Age of Islam – Baghdad and Cordoba</p>	<p><b>Super Scientists &amp; Innovative Inventors</b></p> <p>At our annual Science Celebration, we will be presenting:</p> <p>Class publishing on a Super Scientist or Innovative Inventor linked to our science topics this year.</p> <p>A class project to demonstrate our science skills: curiosity, experimentation, observation, invention.</p>	<p><b>Year 5: Swimming &amp; Striking and Fielding Games (Rounders)</b></p> <p>*Pupils can apply refined fielding skills, (accurate throwing, catching and retrieving skills) in order to prevent the batters from scoring.</p> <p>*Children can apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play.</p> <p><b>Year 5&amp;6: Athletics</b></p> <p>*Children can perform a range of jumps safely (long, triple, high) showing power and control at both take-off and landing.</p> <p>*Children can throw with greater control, accuracy and efficiency (sling, pull throw).</p> <p>*Children can sustain their pace over longer distance.</p> <p>*Children know and understand the basic principles of</p>	<p><b>What Can Be Done to Reduce Racism? What Can We Learn from Religious and Non-Religious Worldviews cont.?</b></p> <p>Describe simply two examples of racism, describing what is unfair or unjust in each case</p> <p>Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts</p> <p>Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples</p>	<p><b>Physical Computing – Crumble Controllers</b></p> <p>Experiment with a repeat-until loop.</p> <p>Use a condition in an 'if...then...else' statement to produce a given outcome.</p> <p>Show that a conditions can flow in one of 2 ways.</p> <p>Use a condition in an 'if...then...else' statement to produce given outcomes.</p>	<p><b>Art – Surrealism Photography</b></p> <p>Know how to use a digital camera devise to take, save and edit photos.</p> <p>Apply the key elements of successful photo composition.</p> <p>Create a portfolio of effective photographs.</p>	<p><b>Changing Me</b></p> <p><b>Year 5:</b></p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Identify what I am looking forward to when I am in Year 6.</p> <p><b>Year 6:</b></p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby.</p>	<p><b>Adapting and Transposing Motifs</b></p> <p>Explain what musical theatre is and be able to recall at least three features of this kind of music.</p> <p>Categorise songs as action songs or character songs.</p> <p>Select appropriate existing music for their scene to tell the story of a journey.</p> <p>Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p>	<p>tbc</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



		<p>relay take overs and confidently take part in relay races.</p> <p><b>&amp; OAA</b></p> <p>* Children can read a variety of maps and plans accurately, recognising symbols and features.</p> <p>*Children work increasingly well in a group (team) where roles and responsibilities are understood.</p> <p>* Children are able to take a leading role when working with others.</p> <p><b>Year 6: Athletics</b></p> <p>*Children can perform a range of jumps safely (long, triple, high) showing power and control at both take-off and landing.</p> <p>*Children can throw with greater control, accuracy and efficiency (sling, pull throw).</p> <p>*Children can sustain their pace over longer distance.</p> <p>*Children know and understand the basic principles of relay take overs and confidently take part in relay races.</p> <p><b>And OAA</b></p> <p>* Children can read a variety of maps and plans accurately,</p>							
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		<p>recognising symbols and features.</p> <p>*Children work increasingly well in a group (team) where roles and responsibilities are understood.</p> <p>* Children are able to take a leading role when working with others.</p>							
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## Years 5 and 6 (Cycle B)

### Summer 2<sup>nd</sup> half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Natural Disasters (Focus continent: Asia)	Super Scientists & Innovative Inventors	<p>Year 5: Striking and Fielding Games (Cricket) &amp; Athletics</p> <p>Year 5&amp;6: Striking and Fielding Games (Cricket) &amp; Athletics</p> <p>Year 6: Striking and Fielding Games (Cricket) &amp; Athletics</p>	<p>What Difference Does It Make To Believe In Ahimsa, Grace And Ummah? (Living) Christianity, Hinduism, Islam.</p> <p>Continued from Summer 1</p>	<p>Programing – Sensing Movement</p> <p>To identify a variable in an existing program.</p> <p>Experiment with the value of an existing variable.</p> <p>Choose a name that identifies the role of a variable to make it more usable (to humans).</p> <p>Decide where in a program to set a variable.</p> <p>Update a variable with a user input.</p> <p>Use an event in a program to update a variable.</p> <p>Use a variable in a conditional statement to control the flow of a program.</p>	Art – Contemporary Artists	<p>Changing Me</p> <p>Year 5: Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Identify what I am looking forward to when I am in Year 6.</p> <p>Year 6: Describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby.</p>	<p>Adapting and Transposing Motifs</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/de crescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to</p>	<p>By the end of 2024.25...</p> <p><b>Listening skill:</b> Most learners understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences. They have the confidence to listen to longer texts that contain familiar language and pick out some key points. They can identify specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions.</p> <p><b>Speaking skill:</b> Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most learners can make a short presentation using a model. Their pronunciation and intonation should be more accurate. Most learners will use simple conjunctions to build more complex sentences and present information to others. They can perform a</p>	<p>See the Trip Planner document:</p> <p><a href="#">Trip Planner.docx</a></p>



							<p>label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>role-play with confidence and with accuracy.</p> <p><b>Reading skill:</b> Most learners can read and understand some of the main points from short texts in familiar context. They develop their reading skills by re-reading a range of short texts.</p> <p><b>Writing skill:</b> Most learners write a few sentences using a model on a familiar topic, adapting language that they have already learnt. They understand how a simple sentence is written and begin to use pronouns and adjectives that change with gender. Children revisit and consolidate words and structures learnt previously, and build on this prior learning. They can use a dictionary to check the spelling of words.</p> <p><b>Intercultural skill:</b> Most learners can talk about the country/countries where the language is spoken.</p>
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