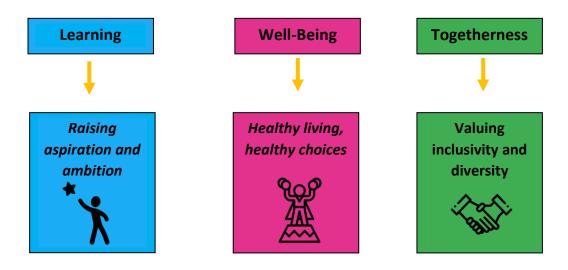


2024.25 Wider Curriculum

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:

		Hist	ory / Geog	raphy		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Cycle A: Map It! Our School and Our City	Cycle A: Living in the Past	Cycle A: Queen Elizabeth II	Cycle A: Focus country – China	Cycle A: At The Seaside	Cycle A: Great Sea/Space Explorers
	Cycle B: Map It! Our School and Our City	Cycle B: Living in the Past	Cycle B: Queen Victoria	Cycle B: Where do we live?	Cycle B: Where do we work? Focus country - Bangladesh	Cycle B: Changemakers in History
Year 2	Cycle A: Our World, Our Country	Cycle A: Great Fire of London	Cycle A: King Charles Cycle B:	Cycle A: Focus Country – China	Cycle A: Comparison of urban and coast locality	Cycle A: Great Sea/Space Explorers
	Cycle B: Our World, Our Country	Cycle B: Great Fire of London	Queen Victoria	Cycle B: Where do we live?	Cycle B: Where do we work? Focus country - Bangladesh	Cycle B: Changemakers in History
LKS2 Cycle A	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
LKS2 Cycle 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
UKS2 Cycle A	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
UKS2 Cycle 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
Year 1	Everyday Materials Knowledge Matrices Y1 FV.pdf pg6 Use of Everyday Materials Knowledge	Seasonal Change Autumn- Winter Knowledge Matrices Y1 FV.pdf pg 8 Living Things & Habitats Knowledge	Animals incl. Humans Year 1 Knowledge Matrices Y1 FV.pdf pg 3 and Year 2 Knowledge Matrices Matrices	Seasonal Change Winter-Spring Knowledge Matrices Y1 FV.pdf pg 8 Living Things & Habitats Knowledge	Plants Year 1 Knowledge Matrices Y1 FV.pdf pg1 Year 2 Knowledge Matrices	Super Scientists & Innovative Inventors
	Matrices Y2.pdf pg 8	Matrices Y2.pdf pg 1	<u>Y2.pdf</u> pg 6	Matrices Y2.pdf	<u>Y2.pdf</u> pg 4	
LKS2	Cycle A: Living Things and their Habitats Knowledge Matrices Y4 FV.pdf pg1	Cycle A: Electricity Knowledge Matrices Y4 FV.pdf pg11	Cycle A: States of Matter Knowledge Matrices Y4 FV.pdf pg5	Cycle A: Animals incl. Humans Knowledge Matrices Y4 FV.pdf pg3	Cycle A: Sound Knowledge Matrices Y4 FV.pdf 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
UKS2	Cycle A: Earth and Space Knowledge Matrices Y5 FV.pdf pg8 Cycle B: Electricity	Cycle A: Properties and Changes of Materials Knowledge Matrices Y5 FV.pdf pg5 Cycle B: Living Things and their Habitats	Cycle A: Forces Knowledge Matrices Y5 FV.pdf pg10 Cycle B: Animals inc. Humans (Yr5 must cover SRE in	Cycle A: Animals inc. Humans (SRE) Knowledge Matrices Y5 FV.pdf pg3 Cycle B: Evolution and Inheritance	Cycle A: Living Things and Their Habitats Knowledge Matrices Y5 FV.pdf 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			
KS1 Cycle A = 2023.24	Cycle A: What does it mean to belong to a faith	Cycle A: What can we learn from Sacred Books? (Christian,	Cycle A: Who is a Muslim and what do they believe?	Cycle A: How and why do we celebrate special and sacred times?	Cycle A: What makes some places sacred? Christians and	Cycle A: How should we care for others and the world, and			
2023.24	community? (Living)	Muslim and Jewish)		(To be timed according to Christian/ Jewish (Expressing)	Muslims (Expressing)	why does it matter? (Living) Christian/ Muslims & Jewish) (Living)			
Cycle B = 2024.25	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)	Cycle B: Who is Jewish and what do they believe? (Believing)			
LKS2 Cycle A =2024.25	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)			
LKS2	Cycle B: What do	Cycle B: What do	Cycle B: Why is Jesus'	Cycle B: Why do some	Cycle B: What can we	Cycle B: (new) How do			
Cycle B = 2023.24	different people believe about God? (Believing) Christians, Hindus and Muslims	different people believe about God? (Believing) Christians, Hindus and Muslims Cont.	inspiring to some people? (Believing)	people think that life is like a journey and what significant experiences mark this?	learn from religions about deciding what is right and wrong? Christians, Jewish and non-religious	family life and festivals show what matters to Jewish people? (Living)			

UKS2	Cycle A:	Cycle A:	Cycle A:	Cycle A:	Cycle A:	Cycle A:
	Why do	What would	What does it	If God is	What can be	What can be
Cycle A =	some people	Jesus do?	mean to be a	everywhere	done to reduce	done to
,	believe that	(Believing)	Muslim in	why go to place	racism? What	reduce
	God exists?	, 5.	Britain today?	of worship?	can we learn	racism? What
	(Believing)		(Living)	Christians,	from religious	can we learn
	Christian		(Livilig)	,	and non-	from religious
	And non-			Hindus and	religious	and non-
	religious			Jewish	worldviews?	religious
	. cg.c a.c			(Expressing)		worldviews?
						Cont.
	Cycle Dr	Cycle Dr	Cycle Dy	Cuala Di	Cycle Dy	
	Cycle B:	Cycle B:	Cycle B:	Cycle B:	Cycle B:	Cycle B:
	What do	What matters	(new) Green	Is it better to	What	What
Cycle B =	religions say	most to	religion? What	express your	difference	difference
	to us when	Christians and	do religious	religion in arts &	does it make	does it make
	life gets	Humanists?	and non-	architecture or	to believe in	to believe in
	hard?	(Living)	religious	in charity &	Ahimsa, Grace	Ahimsa, Grace
	(Believing)	(0)	worldviews	generosity?	and Ummah?	and Ummah?
	Christianity,		teach about	(Expressing)	(Living)	(Living)
	=		caring for the		I	
	Hinduism,		Earth?	Christians and	Christianity,	Christianity,
	Humanism			Muslims non-	Hinduism,	Hinduism,
	and Islam.			religious	Islam.	Islam.

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

French - Foreign Language *New - 2024.25*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years	France and its	Numbers 0-20	The French	Numbers 20-	The Very	My Family cont.
3 & 4	culture	and age	alphabet	50	Hungry	
					Caterpillar	
	Greetings and		Colours		-	At The Farm
	name			The date and	My Family	
				birthdays	, ,	
	Class			,		Revision
	instructions					
	(7 sessions)	(5 sessions)	(6 sessions)	(6 sessions)	(5 sessions)	(6 sessions)
	(7 303310113)	(5 505510115)	(0 303310113)	(0 303310113)	(5 505510115)	(0 303310113)
Years	Review Years 3	Body Parts cont.	Countries and	French-	Numbers 50-	Euros cont.
5 & 6	& 4	body raits cont.	Cities	Speaking	100 cont.	Euros cont.
3 & 0	Q 4		Cities	Countries	100 cont.	At The
	Emotions	At the Doctor's		Countries		
	EIIIOUOIIS	At the boctor's	Travel Around	Nationality and	Euros	Supermarket
	Dardy Davida			Nationality and	Euros	Davidala va
	Body Parts		The World	Languages		Revision
				Numbers 50-		
				100		
	(7 sossions)	(6 sossions)	(6 cossions)	(6 sossions)	(E cossions)	(6 sossions)
	(7 sessions)	(6 sessions)	(6 sessions)	(6 sessions)	(5 sessions)	(6 sessions)
						1

			Art and Des	ign / Design T	echnology		
		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 Expressionis m: 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 th 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 th Plinth Awards	DT. Playground Architects Structures	Art. Contemporar y Artists: 2D into 3D, drawing and painting

			PSHE			
	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
EYFS	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
Years 1	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	preferences People who help us	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
Years 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	gender Understanding	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
Years 3	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	Keeping safe online and who to go to for help Being a global citizen Being aware of how	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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

			Music			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Under The	Tempo: Snail	Pulse and	Vocal &	Fairytales –	Pitch &
(Cycle A)	Sea	& Mouse	Rhythm	Body Sounds	Timbre &	Tempo -
				(By the sea)	Rhythm	Superheroe s
Year 1	Orchestral	Myths and	West African	On this island:	Musical me	Dynamics,
	Instruments	legends	call and	British songs		timbre, tempo
(Cycle B)			response	and sounds		and motifs
			song (Theme: Animals)			(Theme: Space)
Year 2	Pulse and	Tempo: Snail	Under The	Vocal &	Fairytales –	Pitch &
(Cycle A)	Rhythm	& Mouse	Sea	Body Sounds	Timbre &	Tempo -
	,			(By the sea)	Rhythm	Superheroe s
					,	Supermeroes
Year 2	Orchestral	Myths and	West African	On this island:	Musical me	Dynamics,
	Instruments	legends	call and	British songs		timbre, tempo
(Cycle B)			response	and sounds		and motifs
			song (Theme:			(Theme:
Year 3	Ballads	Creating	Animals) Pentatonic	Developing	Jazz	Space) Traditional
Tear 5	Dallaus	Compositions	Melodies and	Singing	Jazz	Instruments
(2023.24)		in Response	Composition	Technique		and
(2023.24)		To An	·			Improvisations
		Animation				(India)
		(Mountains)				
Year 4	Body and	Rock and Roll	Changes in	Haiku, Music and	Samba and	Adapting and
(2222.24)	Tuned Percussion		Pitch, Tempo and Dynamics	and Performance	Carnival Sounds and	Transposing Motifs
(2023.24)	reicussion		and Dynamics	renomiance	Instruments	IVIOLIIS
Year 5 and 6	Composition	Blues	South and	Composition	Looping and	Musical
	Notation		West Africa	to represent	Remixing	Theatre
(Cycle A)	(Ancient			festival of		
	Egypt)			colour		
Year 5 and 6	Body and	Rock and Roll	Changes in	Haiku, Music and	Samba and	Adapting and
(0 1 5)	Tuned Percussion		Pitch, Tempo and Dynamics	and Performance	Carnival Sounds and	Transposing
(Cycle B)	i ercussion		and Dynamics	renormance	Instruments	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	Swimming	Swimming	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 1st Half Term End Points



Years 1 and 2 (Cycle A) Autumn 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Local History Year 1 -Living	Everyday Materials	Year 1 - Locomotion	What Does It Mean To	Introduction to Chromebooks	Art- Abstract Art:	Being Me in My World	Under The Sea	See the Trip Planner
in the Past	Year 1 -	(Running)	Belong To A		colour, line and		Make movements	document:
	Distinguish	*Children can	Faith	Logon to a	shape	Year 1	that are	accament
Know the	between an	move at different	Community?	Chromebook			appropriate to the	Trip Planner.docx
difference	object and the	speeds with	(Living)	independently	Know many	To understand	pulse and tempo	THIS Flummer. dock
between 'past'	material from	increasing			simple 2D	the rights and	of a piece of	
and 'present'.	which it is	control.	Talk about	Open windows	shapes and use	responsibilities	music.	
	made.		some simple	on the Internet	them in	as a member of		
Understand		*Pupils can run	ideas about		artworks.	my class	Choose	
how things	Identify and	applying the	Christian beliefs	Open apps such			instruments with	
change over	name a variety	correct and safe	about God and	as Microsoft	Understand how to describe	To know my	appropriate	
time.	of everyday	technique to	Jesus.	Word.	and draw	views are	timbre to	
Forelate beau	materials,	ensure maximum	Datalla atam.	Date distant.	various lines	valued and	represent	
Explain how people lived in	including	speed.	Retell a story that shows	Paint digitally.	and shapes.	contribute to the class rules.	sparkling fishes.	
the past.	wood, plastic, glass, metal,	*Pupils will run	what Christians	Type text.	and shapes.	tile class rules.	Respond to	
tile past.	water and	and stay in a	might think	Type text.	Create a series	To recognise	dynamic changes	
Year 2 – Great	rock.	space avoiding	about God, in	Use the camera	of abstract	the choices I	in a piece of	
Fire of London	100	the defenders.	words, drama	on a	experiments in	make and	music.	
The or London	Describe the	the defenders.	and pictures,	Chromebook.	line, colour and	understand the	masic.	
Know how the	simple physical	* Pupils	suggesting	Citi Citi Caro	pattern	consequences .	Create pitches	
Great Fire of	properties of a	demonstrate a	what it means.	Save files.			and rhythms.	
London	variety of	growing				Year 2	Perform a layer of	
occurred.	everyday	understanding of	Talk about	Retrieve files.			the music within	
	materials.	where to run,	issues of good			To identify	an overall piece.	
Understand		why to run there	and bad, right			some of my		
how we obtain	Compare and	and when and	and wrong			hopes and fears	Define all the	
information	group together	why running fast	arising from the			for this year.	musical terms	
(from historical	a variety of	is important in	stories.				from this unit	
sources).	everyday	games.				To understand		
	materials	_				the rights and		
Discuss the	based on their	&				responsibilities		
impact and	simple physical	Gymnastics				for being a		
events of the	properties.	(Body Parts)				member of my		
Great Fire of London.	Use of	Children can demonstrate				class and school.		
London.	Everyday	different ways of				SCHOOL.		
	Materials Year	balancing and				Lunderstand		
	2 -	travelling on				how following		
	Identify and	small (points)				the Learning		
	compare the	and large				Charter will		
	suitability of a	(patches) parts of				help me and		
	variety of	the body.				others learn.		
	everyday							
	materials,	* Children start				I can recognise		
	including	to link				the choices I		
	wood, metal,	movements.				make and		
	plastic, glass,	****				understand the		
	brick, rock,	*Children can				consequences.		
	paper and	share the space						
1	cardboard for particular uses.	and apparatus						
	particular uses.	safely						
	Find out how	Year 1&2						
	the shapes of	Gymnastics						
	solid objects	*Children are						
	made from	able to						
	some	demonstrate						
	materials can	different ways of						
	be changed by	balancing and						
	squashing,	travelling on						
	bending,	small and large						
	twisting and	parts of the						
	stretching.	body.						

	*CF:!-!	I	I		
	*Children can				
	create and				
	perform a simple				
	gymnastics				
	sequence of 2-3				
	elements with				
	start and finish.				
	*Children can				
	share the space				
	and apparatus				
	safely				
	saiciy				
	Year 1&2 -				
	Locomotion				
	(Dodging)				
	*Pupils are able				
	to dodge,				
	applying the				
	correct				
	technique to				
	ensure maximum				
	efficiency.				
	*Pupils can run,				
	dodge and stay in				
	a space avoiding				
	the defenders.				
	* Pupils				
	demonstrate a				
	strong				
	understanding of				
	how, where and				
	why to dodge				
	and apply this				
	understanding in				
	game situations.				
	&				
	Gymnastics				
	Gymnastics (Body Parts)				
	Gymnastics (Body Parts) *Children are				
	Gymnastics (Body Parts) *Children are able to				
	Gymnastics (Body Parts) *Children are able to demonstrate				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body.				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish.				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish.				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging)				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging) *Pupils are able				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging) *Pupils are able to dodge,				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging) *Pupils are able to dodge, applying the				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging) *Pupils are able to dodge, applying the correct				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging) *Pupils are able to dodge, applying the correct technique to				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging) *Pupils are able to dodge, applying the correct technique to ensure maximum				
	Gymnastics (Body Parts) *Children are able to demonstrate different ways of balancing and travelling on small and large parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely Year 2 – Locomotion (Dodging) *Pupils are able to dodge, applying the correct technique to				

*Puni	ls can run,			
	and stay in			
	e avoiding			
the d	efenders.			
tile di	erenders.			
*	Pupils			
	onstrate a			
	trong			
	standing of			
	where and			
	to dodge			
	apply this			
	standing in			
game :	situations.			
	&			
	nnastics			
(Pa	thways)			
*Pup	ils will be			
abl	e to link			
move	ments and			
ba	lances			
to	gether,			
	oplying			
	ampion			
	nnastics			
	ria (pupils			
	ng silent,			
	ting their			
	s and toes			
	l are still			
	they make			
	s/balances)			
	e floor and			
	pparatus.			
On ap				
*	Pupils			
	nstrate an			
	standing of			
	oncept of			
	and apply			
	to their			
	veloping			
seq	uences.			



Years 1 and 2 (Cycle B) Autumn 1st half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips
Map It!	Everyday	Year 1 -	Check - What	Introduction to	Art –	Being Me in	Orchestral	See the
Year 1 – Our	Materials	Locomotion	Does It Mean	Chromebooks	Expressionism	My World	Instruments	Trip Planner
School, Our	Year 1 -	(Running)	To Belong To					document:
City	Distinguish	*Children can	A Faith	Logon to a		Year 1	Recognise	
G,	between an	move at	Community?	Chromebook			timbre	Trip
	object and the	different	(Living)	independently		To understand	changes and	Planner.docx
Davidas	material from	speeds with				the rights and	structural	
Develop	which it is	increasing		Open windows		responsibilities	features in	
knowledge	made.	control.		on the Internet		as a member	music they	
about our	I donate d	*0!		0		of my class	listen to.	
locality.	Identify and	*Pupils can		Open apps such		T- 1	Diskura karawal	
	name a variety	run applying		as Microsoft		To know my	Listen to and	
Use	of everyday	the correct		Word.		views are	recognise	
locational	materials,	and safe		Doint digitally		valued and	instrumentatio	
and	including	technique to		Paint digitally.		contribute to the class rules.	n.	
	wood, plastic, glass, metal,	ensure maximum		Type text.		tile tiass rules.	Begin to use	
directional	water and	speed.		Type text.		To recognise	musical	
language.	rock.	speeu.		Use the camera		the choices I	vocabulary to	
	TOCK.	*Pupils will run		on a		make and	describe	
Use ariel	Describe the	and stay in a		Chromebook.		understand	music.	
photos to	simple physical	space avoiding		стготпероок.		the	music.	
recognise	properties of a	the		Save files.		consequences	Cuggost	
landmarks	variety of	defenders.		Save mes.		consequences	Suggest improvements	
	everyday	defenders.		Retrieve files.		•	to their own	
and basic	materials.	* Pupils		Retrieve files.		Year 2	and others'	
human and	materials.	demonstrate a				rear 2	work.	
physical	Compare and	growing				To identify	WOIK.	
features.	group together	understanding				some of my	Select and	
	a variety of	of where to				hopes and	create longer	
Devise a	everyday	run, why to				fears for this	sequences of	
simple map.	materials	run there and				year.	appropriate	
ompie mapi	based on their	when and why				yeur.	sounds with	
llee and	simple physical	running fast is				To understand	voices or	
Use and	properties.	important in				the rights and	instruments to	
construct	properties.	games.				responsibilities	represent a	
basic	Use of	guilles.				for being a	given idea or	
symbols in a	Everyday	&				member of my	character.	
key.	Materials Year	Gymnastics				class and	characteri	
	2 -	(Body Parts)				school.	Choose	
Use simple	Identify and	Children can					appropriate	
fieldwork	compare the	demonstrate				Lunderstand	dynamics,	
	suitability of a	different ways				how following	tempo and	
and	variety of	of balancing				the Learning	timbre for a	
observationa	everyday	and travelling				Charter will	piece of music.	
l skills.	materials,	on small				help me and	,	
	including	(points) and				others learn.	Perform	
	wood, metal,	large (patches)					expressively	
Year 2 – Our	plastic, glass,	parts of the				I can recognise	using dynamics	
World, Our	brick, rock,	body.				the choices I	and timbre to	
Country	paper and					make and	alter sounds as	
Country	cardboard for	* Children				understand	appropriate.	
Barrel	particular uses.	start to link				the		
Develop		movements.				consequences.		
knowledge	Find out how							
about the	the shapes of	*Children can						
world and	solid objects	share the						
the United	made from	space and						
Kingdom	some	apparatus						
KIIIBUUIII	materials can	safely						
Name and	be changed by							
Name and	squashing,	Year 1&2						
locate the	bending,	Gymnastics						
seven	twisting and	*Children are						
continents	stretching.	able to						
and five		demonstrate						
		different ways						
oceans.	J	<u> </u>	l		l	l		L

		of balancing			
Name, locate		and travelling			
and identify		on small and			
		large parts of			
characteristi		the body.			
cs of the 4		•			
countries		*Children can			
and capital		create and			
cities of the		perform a			
UK.		simple			
OK.		gymnastics			
		sequence of 2-			
Use world		3 elements			
maps,		with start and			
atlases and		finish.			
globes to					
identify the		*Children can			
UK and it's		share the			
countries,		space and			
		apparatus			
continents		safely			
and oceans.					
Use simple					
compass		Year 1&2 -			
directions.		Locomotion			
		(Dodging)			
		*Pupils are			
		able to dodge,			
		applying the			
		correct			
		technique to			
		ensure			
		maximum			
		efficiency.			
		*Pupils can			
		run, dodge			
		and stay in a			
		space avoiding			
		the			
		defenders.			
		* Pupils			
		demonstrate a			
		strong			
		understanding			
		of how, where			
		and why to			
		dodge and			
		apply this			
		understanding			
		in game			
		situations.			
		&			
		Gymnastics			
		(Body Parts)			
		*Children are			
		able to			
		demonstrate			
		different ways			
		of balancing			
		and travelling			
		on small and			
		large parts of			
		the body.			
		*Children cor			
		*Children can			
		create and			
		perform a			
		simple			
		gymnastics			
		sequence of 2-			
		3 elements with start and			
		finish.			
		iinisn.			
		*Children can			
		share the			
	1	anare the	1		I

	space and				
	apparatus				
	safely				
	52.5.7				
	Year 2 –				
	Locomotion				
	(Dodging)				
	*Pupils are				
	able to dodge,				
	applying the				
	correct				
	technique to				
	ensure				
	maximum				
	efficiency.				
	*Pupils can				
	run, dodge				
	and stay in a				
	space avoiding				
	the				
	defenders.				
	* Pupils				
	demonstrate a				
	strong				
	understanding				
	of how, where				
	and why to				
	dodge and				
	apply this				
	understanding				
	in game				
	situations.				
	&				
	Gymnastics				
	(Pathways)				
	*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/balanc				
	es) on the				
	floor and on				
	apparatus.				
	*Pupils				
	demonstrate				
	an				
	understanding				
	of the concept				
	of flow and				
1	annly this to				
	apply this to	1			
	their				
	their developing				
	their				



Year 3 and 4 (Cycle A)

	•		•	Autumn 1°	nan tern	N			
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Athens and Sparta	Living Thing and their Habitats	Year 3: Gymnastics (Symmetry	What Do Different People Believe	The Internet Learn that the	DT - Fastenings	Being Me in My World	Year 3: Ballads	Year 3: Listening skill: Most learners	See the Trip Planner document:
	(classification	and	About God?	World Wide	Know some	Recognise my	Identify the	can	
Know how	and changing	Asymmetry)	(Believing)	Web is part of	different	worth and	key features of	understand	Trip
different Polis'	environments)	*Children	Christians,	the Internet.	fastening types	identify	a ballad.	and respond to	Planner.docx
were run.	Pocognico	know what	Hindus and Muslims		which are useful for	positive things about myself	Perform a	familiar	
Discuss the	Recognise that living	symmetry and asymmetry	iviusiims	Explore the	different	and my	ballad using	spoken words,	
impact and	things can be	means; can		World Wide	purposes.	achievements.	actions.	phrases and	
education in	grouped in a	identify and	•	Web and evaluate online	purposes.	Set personal	actions.	sentences.	
the different	variety of	demonstrate	Know some of	content to	Understand	goals.	Sing in time	They	
states.	ways.	symmetrical	the ways in	decide how	how to create	Boarsi	and in tune	understand	
	,	and	which	honest,	a running	Know how to	with a song	basic	
Answer key	Explore and	asymmetrical	Christians	accurate and	stitch to fix	use my Jigsaw	and	classroom	
questions with	use	balances on	and/or	reliable it is.	and decorate	Journal.	incorporate	instructions.	
details from	classification	different body	Muslims		textile		actions.	Most learners	
the unit of	keys to help	parts.	describe God.	Understand the	projects.	Value myself		should be able	
work.	group, identify		Unidenska and	consequences		and know how	Retell a	to hear and	
	and name a	*Pupils	Understand	of false	Create a book	to make	summary of an	learn about	
	variety of living	execute	how and say why it makes a	information.	sleeve that	someone else	animation's	the different	
	things in their	'excellent'	difference in		reflects their	feel welcome	story.	sounds in	
	local and wider	balances and	people's lives		own taste and	and valued.		French.	
	environment.	movements in	to believe in		personalit y.		Write a verse	110111	
	Docognico	both	God.				with rhyming	Speaking skill:	
	Recognise that	symmetrical and					words which tell part of a	Most learners	
	environments	asymmetrical	Create art				story.	can	
	can change	ways.	poems				Story.	communicate	
	and that this	ways.	expressing				Perform their	with simple	
	can sometimes	*Pupils can	their own				lyrics.	questions and	
	pose dangers	link these	ideas about				.,		
	to living things.	movements	God.				Year 4:	phrases using	
		and balances						correct	
		together.					Body and	pronunciation.	
							Tuned	They can also	
							Percussion	enjoy and sing	
		*Ch. can travel						some French	
		in different					Recognise use	songs. In the	
		ways (jump,					and	reading skill,	
		roll, spin etc.)					development	most learners	
		showing					of motifs in	can recognise	
		symmetrical					music. Identify	and	
		and asymmetrical					,	understand	
		shapes and					gradual dynamic and	some familiar	
		working on					tempo changes	words and	
		different					within a piece	phrases in	
		levels.					of music.	written form.	
		ievels.					or musici	They are	
		*Ch.					Recognise,	generally	
		understand					name and	confident in	
		how to link					explain the	reading aloud,	
		smoothly,					effect of	and in using	
		travelling,					interrelated	reference	
		jumping,					dimensions of	materials.	
		turning and					music.		
		balancing						Writing skill:	
		movements.					Identify scaled	Most learners	
		_					dynamics	can write some	
		. &					within a piece	familiar simple	
		Invasion					of music.	sentences and	
		Games					Hee month of	words using a	
		(Netball)					Use musical	model and	
		Children can perform basic					vocabulary to discuss the	write some	
		technics to					purpose of a	familiar words	
		teenines to					piece of music	from memory.	
	L	<u> </u>	L	l	L		piece of music		

the ball. *Children genform the baic skills (pare, cnith), sue of agenta ball, intercept) generating control and consistency. *Children understand and use basis talls to keep well up to dispute. *Children understand and use basis talls to keep well up to dispute. *Children understand and use basis talls to keep well up to dispute. *Children understand and use basis talls to keep well up to dispute. *Children understand and use basis talls to keep well up to dispute. *Children understand and use basis talls to keep well up to dispute. *Children understand and use basis talls to keep well up to dispute. *Children understand and as char- structure. *Children understand and as char- structure generating well up to dispute. *Children understand understan	T	pass and satch	Т	ı	andh		<u> </u>
*Children perform the perform	ļ p	pass and catch			and when		
*Children perform the basic sain, assorting as a converting as		the ball.				Intercultural	
perform the basic skills (past, cetch) (compose a converging content of the past, cetch) (compose a converging cetch of the past of the pa						skill:	
basic colls [Janus, catch, one of space, on						Most learners	
topics could, gigan for the ball, intercept) acceled for the game with country additions and commistency. Control and consistency. Collision and use basic rules to be part game going without disputes. Children can plan going without games with games games games with games ga		perform the			others' work.	can talk about	
Land, catch, converted to the converted to the converted to the converted to the given style with vertex points and instruments. The converted to the given style with vertex points and instruments. The converted to the given style with vertex points and instruments. The converted to the given style with vertex points and instruments. The converted to the given style with vertex points and instruments. The converted to the conve		basic skills					
signal for the buil, intercept in decided for the game with increasing and the state of the game with increasing and the state of the game with increasing and the state of th		(pass, catch,			Compose a		
basi, filter-tept) eneded for the game with increasing control and consistency. * Children understand and use basic rules to seep and without disputes. * Children can disputes. * Vear 38.4: * Gymmatic Symmetry and demonstate symmetry disputes. * Sym		use of space,			coherent piece		
ball, intercept) enceded for the gene with voices, bodies and constructed. Constructed. * Children understand understand generative * Children understand generative understand generative * Children understand generative understand generative * Children understand generative understand generative * Children understand disputes. * Year 38.4: Gymmatic (Gymmatic (Gymmatic (Gymmatic) * Children know what symmetry and generative and demonstrate symmetry and generative and demonstrate symmetrical different body parts. * Pupils can balances and movements in both syndia and and and and and and and and and an		signal for the			of music in a		
needed for the game with increasing control and consistency. * Children understand and we best without dispute. * Children can ploty a small consistency. * Children can ploty a small consistency. * Children can ploty a small consistency confidence. * Children can ploty a small confidence. * Sarrow with increasing confidence. * Gymmatry * Year 28.4: * Gymmatry and Asymmetry * Children symmatry and asymmetry and asymmetry and asymmetrical balances on officences in movements in movement in movement is and asymmetrical balances on officence in movements in movements in movements in movements in movements in movements in and balances on together * Pupils can link these movements and balances together * Invasion Games (Netball) * Children * Create a piece. * Pupils can link these movements and balances or together * Invasion Games (Netball) * Children * Pupils can link these movements and balances together * Invasion Games (Netball) * Children * Pupils can link these movements and balances together * Invasion Games (Netball) * Children * Pupils can link these movements and balances together * Invasion Games (Netball) * Children * Pupils can link these movements and balances together * Invasion Games (Netball) * Children * Pupils can link these movements and balances together * Invasion * Games (Netball) * Children * Pupils can link these movements and balances or together * Invasion * Games (Netball) * Children * Invasion * Games * Invasion * Games (Netball) * Children * Invasion * Games * Invasio						compare	
game with increasing control and Consistency. **Children understand and use basic rules to keep game gaing without dispute. **Children can play a small sided trivosion games with games						aspects of	
increasing control and consistency. **Children understand with the consistency of the co	"					everyday life at	
control and consistency. "Children understand understa							
consistency. * Children understand and tise beep Upones going without disputes. *Children and side invision games with increasing confidence. *Vera \$84: Gymmetry and Aymmetry **Children timow whan games with increasing confidence. *Year \$84: Gymmetry and Aymmetry **Children timow whan games with increasing confidence **Gymmetry and Aymmetry **Children timow whan games with increasing confidence **Gymmetry and Aymmetry **Children timow whan games with increasing demonstrate symmetrical and demonstrate symmetrical and movements in balances and movements in both symmetrical and					instruments.		
* Children understand and use basic rolles to keep without disputes. * Children an play a small sided invasion purposating confidence. * Year 28.4: Gymnastics (Symnestry * Children know what symmetry * Children know what symmetry * Children know what symmetry means, can different body parts. * Pupils execute * Cocclean' balances and movements in both symmetrical symmetry symmetrical symmetry symmetr						· ·	
"Children understand and use basis rules to keep games going white seep dispates. "Children can play a small sided invasion games with increasing confidence. "Year 384: Gymmatis (Gymmetry and Asymmetry) "Children Symmetry and symmetry and demonstrate symmetry and demonstrate symmetry and demonstrate symmetry and demonstrate symmetrical and defiferent body pars. "Pupils execute "Cocceled "Co		consistency.					
understand and use basic rules to keep games gong games gong without disputes. *Children can play a small sided invasion games with increasing confidence. *Year 38-4: Gymmatics I Gymmetry and Asymmetry and Asymmetry demonstread balances on different body parts. *Pupils execute *Cecle and play and asymmetrical balances and novements in both yymmetrical asymmetrical asymmetrical asymmetrical asymmetrical conditions *Pupils can link these movements and balances together *Symmetrical asymmetrical conditions *Pupils execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical asymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *Ceclelleri' balances and novements in both yymmetrical conditions *The public execute *The p						identify	
and use basic rules to keep games going without disputes. "Chiffer can play a small sided invasion games with increasing confidence. Var 284: Gymmetry and Asymmetry "Chiffer n isnow what symmetry and means; can idenonstrate symmetry and and demonstrate symmetry and means; can idenonstrate symmetrical and asymmetrical and asymmetrical business and movements in symmetrical symmetrical and asymmetrical symmetry "Pupils execute "excellent" business and movements in symmetrical and asymmetrical ways. *Pupils can insk these symmetrical and asymmetrical symmetrical symmetrical ways. *Pupils can insk these symmetrical and asymmetrical and asymmetrical symmetrical symmetrical and asymmetrical and asymmetrical symmetrical and asymmetrical asymmetrical and asymmetrical asymm		* Children			rhythmic	similarities in	
and use basic rules to keep garnes going without disputes. "Children can play a small sided invation garnes with increasing confidence. "Year 384: "Gymanstics (Gymanetry and Asymmetry) "Children an garnes with increasing confidence. "Year 384: "Gymanstics (Gymanetry and Asymmetry) "Children asymmetry and asymmetry and demonstrate symmetry and demonstrate symmetry and demonstrate symmetrical and demonstrate symmetrical and asymmetrical and asymmetry		understand			variation,		
rules to keep games going without disputes. 1 Create a piece of music with at least four disputes. 1 Create a piece of music with at least four disputes and a clear standard play small		and use basic			transposition,		
games going without disputes. *Children can pluy a small sided invasion pluy a small sided invasion pluy a small sided invasion plus confidence. *Year 38.4: *Gymmatic (Symmetry and Asymmetry) *Children symmetry and asymmetrical abalances on different body parts. **Pupils execute "excute" **Pupils execute "excute" **Pupils execute "excute" **Symmetrical abalances and movements in both symmetrical and asymmetrical and movements in both symmetrical and asymmetrical and movements in both symmetrical and movements in both symmetrical and symmetrical and movements in both symmetrical and symmetrical and movements in both symmetrical and movements in both symmetrical and movements in both symmetrical and symmetrical and movements in both symmetrical and symmet						stories/sorigs.	
without disputes. "Chidren can pily a small sided invasion games with increasing confidence. Vear 384: Gymnatics (Symmetry and Asymmetry) "Chidren know what symmetry and asymmetrical balances on different body parts. "Pupils execute "execute							1
disputes. "Children can play a small sided invesion games with increasing confidence. Year 38-1: Gymmatry and Asymmetry and Asymmetry and Edward and Edward Symmetrical ablainces on different body parts. "Pupuls concurrent Symmetrical and Edward Symmetrical Symmetrical Edward Symmetrical Edward Symmetrical Symmetrical Edward Symmetrical Edward Symmetrical Symmetrical Edward Symmetry Symmetrical Edward Symmetry	1				opb.		1
*Children can play a small steed invasion games with increasing confidence. Year 28-4: Gymnestics (Symmetry and Asymmetry) *Children know what symmetry means; can identify and administration different body parts. *Pupils execute *Cexcellent* body parts. *Pupils execute *Cexcellent* balances and movements in both spirit and and asymmetrical ways. *Plupils can link these movements and balances and balances and movements in both spirit and asymmetrical balances and bala	j l				Create a nices		
"Children can play a small sided invasion games with increasing confidence. Year 284: Gymnastics (Symnastics (Symnetry) Asymmetry Asymmetry means; can identify and demonstrate symmetrical and sownmetrical balances on different body parts. "Pugils execute" (excellent' balances and movements in both symmetrical and asymmetrical and asymmetrical balances and movements in both symmetrical and asymmetrical and movements in both symmetrical and asymmetrical and movements in both symmetrical and movements in both symmetrical and asymmetrical ways. *Pupils can link these movements and balances together & linvasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	[uisputes.					1
play a small sided invasion games with increasing confidence. Year 324: Symmetry and Asymmetry and Asymmetry and Asymmetry and Asymmetry and Symmetry and Symmetrical Symmetry Symm		*61.11					1
sided invasion games with increasing confidence. Vear \$8.4: Gynnastics (Symmetry And Antendry Antendr							1
games with increasing confidence. Pegin to improvise musically within a given style. Year 38.4: Gymnattic (Symmetry and Asymmetry) "Children know what symmetry and demonstrate symmetry and asymmetrical balances on different body parts. "Pupils execute "executed" executed symmetrical balances and movements in both symmetrical and asymmetrical balances and movements in both symmetrical and asymmetrical symmetrical spanners. "Pupils execute "executed" executed "executed" in the symmetrical and asymmetrical and asymmetrical and asymmetrical and in the symmetrical and asymmetrical and asymmetrical ways. "Pupils can link these movements and balances together & & & Invasion Games (Netball) "Children perform the basic skills (pass, catch, use of space,							1
increasing confidence. Year 3&4: Gymnatics (Symmetry and Asymmetry) *Children know what symmetry ameans; can identify and demonstrate symmetrical balances on different body parts. *Pupils execute (execulent balances and movements in symmetrical and asymmetrical balances and movements in symmetrical symmetrical balances and movements in symmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netbail) *Children perform the basic skills (pass, catch, use of space,	S						
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Year 3&4: Gymnastics (Symmetry and Asymmetry) "Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical balances on different body parts. "Pupils execute fexcellent' balances and novements in both symmetrical and asymmetrical ways. "Pupils execute fexcellent' balances and novements in both symmetrical and asymmetrical ways. "Pupils can link these movements and balances together & Invasion Games (Netball) "Children perform the basic skills (pass, carch, use of space,		increasing					
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balances on different body parts. *Pupils execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
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'excellent' balances and movements in both symmetrical and asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	1						1
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movements in both symmetrical and asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	į l						
both symmetrical and asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
symmetrical and asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
and asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
*Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
*Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,		-					
link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,		ways.					1
link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	[1
and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,							
together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,		movements					
together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	[]	and balances					1
& Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	1						1
Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,		0					1
Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	[&					
Games (Netball) *Children perform the basic skills (pass, catch, use of space,	1						
(Netball) *Children perform the basic skills (pass, catch, use of space,	[
*Children perform the basic skills (pass, catch, use of space,	1						1
perform the basic skills (pass, catch, use of space,	1						1
basic skills (pass, catch, use of space,	1						1
(pass, catch, use of space,	[·					1
(pass, catch, use of space,	j l	basic skills					
use of space,							
I mark dodge I I I I I I I I I I I I I I I I I I I		mark, dodge,					1
signal for the							1
ball, intercept)]

	needed for the				
	game with				
	increasing				
	control and				
	consistency.				
	* Children				
	understand				
	and use rules				
	to keep games				
	going without				
	disputes.				
	*Dunile will				
	*Pupils will develop their				
	passing and				
	moving skills				
	to outwit their				
	opponents and				
	keep possession of				
	the ball.				
	*Pupils will				
	apply an				
	understanding of where,				
	when and why				
	we pass and				
	move, in order				
	to score points				
	against				
	another team.				
	Year 4:				
	Invasion				
	Games (Netball)				
	*Children can				
	perform a				
	range of				
	attacking and				
	defending skills with				
	increasing				
	control				
	(passing,				
	catching,				
	intercepting, marking a				
	player,				
	dodging, etc).				
	*Children can				
	combine and perform skills				
	with control				
	(eg. pivot and				
	pass).				
	*Children				
	understand the positions				
	they play and				
	their				
	responsibilities				
	in the game.				
	*Children can				
	work co-				
	operatively in				
	groups and				
	follow basic				
	rules of high 5 netball.				
	newan.				
	&				
	Gymnastics				
1	(Bridges)				

*Pupils can				
execute				
'excellent'				
balances and				
movements				
within the				
'bridges'				
theme.				
*Children can				
identify and				
show a range				
of bridge				
shapes with				
back, front or				
side of the				
body towards				
the floor or				
apparatus.				
аррагасаз.				
*Applying				
flow, pupils				
can link these				
movements				
and balances				
together.				
together.				
*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.				
*Ch. can				
transfer and				
extend all their				
ideas and skills				
onto				
apparatus at				
every stage of				
learning.				
				I



Year 3 and 4 (Cycle B)

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French *2024.25*	Trips / Visitors
Stone Age,	Rocks	Year 3:	What does it	Connecting	DT –	Being Me in	Ballads	By the end of	See the
Bronze Age &		Gymnastics	mean to be	Computers	Architecture in	My World		2024.25	Trip Planner
Iron Age	Compare and	(Symmetry	Hindu in	•	Schools	-	Identify the		document:
_	group together	and	Britain today?		Project	I know my	key features of	Listening skill:	
Develop a	different kinds	Asymmetry)	(Living)	Understand	(Structures)	attitudes and	a ballad.	Most learners	Trip
chronologically secure	of rocks on the	*Children		input and	(Structures)	actions make a		can	Planner.docx
knowledge and	basis of their	know what	Describe puja	output devices.		difference to	Perform a	understand	riamici.docx
understanding of	appearance	symmetry and	and how it			the class team	ballad using		
British history,	and simple	asymmetry	shows	Explain that a			actions.	and respond to familiar	
establishing clear	physical	means; can	Hindu faith.	computer		I understand			
narratives within and across the	properties.	identify and		system accepts		who is in my	Sing in time	spoken words,	
periods they		demonstrate	Make	an input and		school	and in tune	phrases and	
study.	Describe in	symmetrical	connections	processes it to		community,	with a song	sentences.	
•	simple terms	and	with some	produce an		the roles they	and	They	
Note	how fossils are	asymmetrical	Hindu	output.		play and how I	incorporate	understand	
connections,	formed when	balances on	beliefs and			fit in	actions.	basic	
contrasts and trends over time	things that	different body	teachings	Explain how a				classroom	
and develop the	have lived are	parts.	about aims	computer		Lunderstand	Retell a	instructions.	
appropriate use	trapped within		and duties in	network can be		how	summary of an	Most learners	
of historical	rock.	*Pupils	life.	used to share		democracy	animation's	should be able	
terms.		execute		information.		works through	story.	to hear and	
Address and	Recognise that	'excellent'	Describe ways			the School		learn about	
sometimes	soils are made	balances and	in which	Explain the role		Council	Write a verse	the different	
devise historically	from rocks and	movements in	Hindus	of a switch,			with rhyming	sounds in	
valid questions	organic	both	express their	server and		Lunderstand	words which	French.	
about change,	matter.	symmetrical	faith through	wireless access		that my	tell part of a	FIERCII.	
cause, similarity		and	puja,	point.		actions affect	story.		
and difference.		asymmetrical	aarti and			myself and		Speaking skill:	
Construct		ways.	bhajans.	Identify		others; I care	Perform their	Most learners	
informed		*5 "		networks		about other	lyrics.	can	
responses that		*Pupils can	Suggest	around me.		people's		communicate	
involve		link these	reasons why	E 11.1		feelings and	Voor 4:	with simple	
thoughtful selection and		movements	being a Hindu	Explain how		try to	Year 4:	questions and	
organisation of		and balances	is a good thing in	networks can		empathise with them	Dody and	phrases using	
relevant		together.	Britain today,	be connected		with them	Body and Tuned	correct	
historical			and reasons	to other			Percussion	pronunciation.	
information.		*Ch. can travel	why	networks.			Percussion	They can also	
Understand how		in different	it might be				Recognise use	enjoy and sing	
our knowledge of		ways (jump,	hard.				and	some French	
the past is		roll, spin etc.)	nara.				development	songs. In the	
constructed from		showing	Discuss links				of motifs in	reading skill,	
a range of		symmetrical	between the				music.	most learners	
sources.		and	actions of				Identify	can recognise	
Learn about		asymmetrical	Hindus in				gradual	and	
changes in Britain		shapes and	helping others				dynamic and		
from the Stone		working on	and ways in				tempo changes	understand	
Age to the Iron		different	which people				within a piece	some familiar	
Age.		levels.	of other faiths				of music.	words and	
			and					phrases in	
		*Ch.	beliefs,				Recognise,	written form.	
		understand	help others.				name and	They are	
		how to link					explain the	generally	
		smoothly,	Describe how				effect of	confident in	
		travelling,	the life of				interrelated	reading aloud,	
		jumping,	Gandhi				dimensions of	and in using	
		turning and	shows Hindu				music.	reference	
		balancing	beliefs in					materials.	
		movements.	action.				Identify scaled	materials.	
			-				dynamics	M/ritin ~ alville	
		&					within a piece	Writing skill:	
		Invasion					of music.	Most learners	
		Games					21	can write some	
		(Netball)					Use musical	familiar simple	
		Children can					vocabulary to	sentences and	
	1	perform basic					discuss the	words using a	
		Dellottii nasii							

pass and catch the ball. *Children perform the basic skills (pass, catch, use of space, signal for the ball, intercept) needed for the game with increasing control and consistency. *Children understand and use basic rules to keep games going without disputes. piece of music and when discussing improvements to own and others' work. Compose a coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. without disputes. write some familiar words from memory. Intercultural skill: Most learners can talk about some celebrations/fir aditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.	
the ball. *Children perform the basic skills (pass, catch, use of space, signal for the ball, intercept) needed for the game with increasing control and consistency. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Create a piece *Compose a coherent piece of music in a given style with voices, bodies and instruments. compare aspects of everyday life at home and abroad. They similarities in traditional stories/songs.	
*Children perform the basic skills (pass, catch, use of space, signal for the ball, intercept) needed for the game with increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Children understand and use basic rules to keep games going without disputes. *Create a piece *Create a piece *Compose a coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. *From memory. *Intercultural skill: *Most learners can talk about compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.	
*Children perform the basic skills (pass, catch, use of space, signal for the ball, intercept) needed for the game with increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. Intercultural skill: Most learners can talk about some celebrations/tr aditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.	
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use of space, signal for the ball, intercept) needed for the game with increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. Use of space, signal for the ball, intercept) needed for the game with oices, bodies and instruments. * Children understand and use basic rules to keep games going without disputes. Use of space, signal for the coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece Widst learners can talk about some celebrations/tr aditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.	
signal for the ball, intercept) needed for the game with increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece coherent piece of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece can tak about some celebrations/tr aditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.	
ball, intercept) needed for the game with increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. ball, intercept) needed for the given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. ball, intercept) of music in a given style with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece	
needed for the game with increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece Celebratorisy transfer dations and aditions and compare aspects of everyday life at home and abroad. They can also identify similarities in traditional stories/songs.	
game with increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. Greate a piece * Create a piece with voices, bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. * Create a piece with voices, bodies and instruments. Pevelop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece	
increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. increasing control and consistency. * Children understand and use basic rules to keep games going without disputes. Create a piece bodies and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. can also identify similarities in traditional stories/songs.	
control and consistency. * Children understand and use basic rules to keep games going without disputes. control and consistency. * Children understand and use basic rules to keep games going without disputes. control and instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece instruments. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece control and consistency.	
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* Children understand and use basic rules to keep games going without disputes. * Children understand and use basic rules to keep games going without Create a piece * Create a piece	
* Children understand and use basic rules to keep games going without disputes. * Children understand and use basic rules to keep games going without Create a piece * Create a piece	
understand and use basic rules to keep games going without disputes. understand and use basic rules to keep games going without Create a piece rhythmic variation, transposition, inversion, and looping. Create a piece	
understand and use basic rules to keep games going without disputes. Interval to the properties of th	
and use basic rules to keep games going without disputes. Oreate a piece similarities in traditional stories/songs. Variation, transposition, inversion, and looping. Create a piece	
rules to keep games going without disputes. Create a piece transposition, inversion, and looping.	
games going without disputes. Create a piece	
disputes. Create a piece	
Create a piece	
*Children can of music with	
play a small at least four	
sided invasion different layers	
games with and a clear	
increasing structure.	
confidence.	
Begin to	
improvise	
Year 3&4: musically	
Gymnastics within a given	
(Symmetry style.	
and	
Asymmetry)	
*Children	
know what	
symmetry and	
asymmetry	
means; can	
identify and	
demonstrate	
symmetrical	
and	
asymmetrical	
balances on	
different body	
parts.	
*Pupils	
execute	
'excellent'	
balances and	
movements in	
both	
symmetrical and	
asymmetrical	
asymmetrical ways.	
asymmetrical ways. *Pupils can	
asymmetrical ways. *Pupils can link these	
asymmetrical ways. *Pupils can link these movements	
asymmetrical ways. *Pupils can link these movements and balances	
asymmetrical ways. *Pupils can link these movements	
asymmetrical ways. *Pupils can link these movements and balances together	
asymmetrical ways. *Pupils can link these movements and balances together &	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion	
asymmetrical ways. *Pupils can link these movements and balances together &	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball)	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games ((Netball) *Children perform the basic skills (pass, catch,	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch, use of space,	
asymmetrical ways. *Pupils can link these movements and balances together & Invasion Games (Netball) *Children perform the basic skills (pass, catch,	

	needed for the				
	game with				
	increasing				
	control and				
	consistency.				
	* Children				
	understand				
	and use rules				
	to keep games				
	going without				
	disputes.				
	*Dunile will				
	*Pupils will develop their				
	passing and				
	moving skills				
	to outwit their				
	opponents and				
	keep possession of				
	the ball.				
	*Pupils will				
	apply an				
	understanding of where,				
	when and why				
	we pass and				
	move, in order				
	to score points				
	against				
	another team.				
	Year 4:				
	Invasion				
	Games (Netball)				
	*Children can				
	perform a				
	range of				
	attacking and				
	defending skills with				
	increasing				
	control				
	(passing,				
	catching,				
	intercepting, marking a				
	player,				
	dodging, etc).				
	*Children can				
	combine and perform skills				
	with control				
	(eg. pivot and				
	pass).				
	*Children				
	understand the positions				
	they play and				
	their				
	responsibilities				
	in the game.				
	*Children can				
	work co-				
	operatively in				
	groups and				
	follow basic				
	rules of high 5 netball.				
	newan.				
	&				
	Gymnastics				
1	(Bridges)				

	*Pupils can			
	execute			
	'excellent'			
	balances and			
	movements			
	within the			
	'bridges'			
	theme.			
	*Children can			
	identify and			
	show a range			
	of bridge			
	shapes with			
	back, front or			
	side of the			
	body towards	1		
	the floor or			
	apparatus.			
	apparatus.			
	*Applying			
	flow, pupils			
	can link these			
	movements			
	and balances			
	together.			
	*Children			
	understand			
	and			
	demonstrate a			
	variety of high-			
	and low-level			
	bridges and			
	are able to			
	create a	1		
	balanced			
	gymnastics			
	sequence with			
	inclusion of	1		
	bridges.	1		
	22555.			
	*Ch. can	1		
	transfer and			
	extend all their	1		
	ideas and skills	1		
	onto			
	apparatus at	1		
	every stage of			
	learning.			
	icarinig.			
1				



Years 5 and 6 (Cycle A)

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
Map It! UK Counties	Properties and Changes of Materials	Year 5: Gymnastics (Counter-	Why Do Some People	Systems and Searching	DT - Mechanisms : pop up	Being Me in My World	Composition Notation (Ancient	tbc	See the Trip Planner
Describe the	Compare	Balance and	Believe That	Describe the	nursery	Year 5	Egypt)		document:
features of	and group	Counter	God Exists?	input and	rhymes	100.0	-876-7		Trin
the UK using	together	Tension)	(Believing)	output of a	Illyllies	Face new	Sing in time		Trip Planner.docx
specific	everyday	*Children	Christian	search		challenges	and in tune		Platifier.uocx
terminology	materials by	show	and non-	engine.		positively	with other		
and	their	understandi	religious.		Know the 3	and know	people and		
vocabulary.	properties,	ng and can		Demonstrate	main forms	how to set	the backing		
	including	identify	Define the	that different	of paper	personal	track.		
Explain the	their	counter-	terms:	search terms	mechanisms	goals.			
differences	hardness,	balance and	theism,	produce	used in pop-		Remember		
between	solubility,	counter-	atheism and	different	up.	Understand	the lyrics to a		
counties,	transparency	tension.	agnosticism.	results.		my rights	song.		
cities and) 	* Children	Charles and	e al acadea	Use hand	and	1.1		
towns.	conductivity	* Children	Give several	Evaluate the results of	tools and	responsibiliti	Identify the		
Use	(thermal),	can demonstrate	examples to show how	search terms.	mechanism	es as a citizen of my	structure of a piece of		
resources	and response to	counter-	believing in	search terms.	skills	country.	music and		
such as atlas'	magnets.	balance and	God can		accurately.	country.	match this to		
and the 8	Know that	counter-	affect			Make	non-		
compass	some	tension	people's		Create an	choices	standard		
points	materials will	balances in	lives		interactive	about my	notation.		
confidently.	dissolve in	two's	differently.		book with a	own	notation.		
community.	liquid to	showing	ac.c.i.i,i		high finish.	behaviour	Improvise		
	form a	changes in	Suggest			because I	their own		
	solution and	shape, level,	answers to			understand	piece of		
	describe how	body parts	some of the			how rewards	music.		
	to recover a	used and in	Big			and			
	substance	contact.	Questions			consequence	Play a		
	from a		about the			s feel.	melody with		
	solution.	*Children	existence of				reasonable		
		can work in	God.			Understand	accuracy.		
	Use	pairs to				how an			
	knowledge	construct,				individual's	Perform with		
	of solids,	practice,				behaviour	confidence		
	liquids and	evaluate and				can impact	and in time		
	gases to	improve the				on a group.	with others.		
	decide how mixtures	composition				Year 6	Compose		
	might be	and quality of their				identify my	and play a		
	separated,	gymnastics				goals for this	melody using		
	including	sequence.				year,	stave		
	through	sequence.				understand	notation.		
	filtering,	&				my fears and	notation.		
	sieving and	Net/Wall				worries	Contribute		
	evaporating.	Games				about the	meaningfully		
	Give	(Handball)				future and	to the group		
	reasons,	*Children				know how to	performance		
	based on	can pass the				express	and		
	evidence	ball (chest				them.	composition.		
	from	pass, bounce					Use		
	comparative	pass,				Know that	hieroglyphic		
	and fair	shoulder				there are	notation to		
	tests, for the	pass, under				universal	show the		
	particular	arm pass),				rights for all	structure of		
	uses of	move and				children but	their piece.		
	everyday	shoot]	for many]		

materials,	accurately		children			
including	and		these rights			
metals,	consistently.		are not met.			
wood and						
plastic.			Understand			
	*Children		that my			
Demonstrate	can		actions			
that	smoothly		affect other			
dissolving,	switch		people			
mixing and	between		locally and			
changes of	attack and		globally.			
state are	defense as		8.0.0			
reversible	possession		Make			
changes.	changes.		choices			
changes.	changes.					
			about my			
			own			
	Year 5&6:		behaviour			
	Swmming		because I			
			understand			
	And		how rewards			
			and			
	Gymnastics		consequence			
	(Matching &		s feel and I			
	Mirroring)		understand			
	*Pupils can		how these			
	create a		relate to my			
			rights and			
	sequence					
	containing		responsibiliti			
	both		es.			
	matching		Understand			
	and		how			
	mirroring		democracy			
	movements,		and having a			
	using unison		voice			
	and cannon,		benefits the			
	executed		school			
	with		community.			
	accuracy and					
	fluidity using					
	a range of					
	apparatus.					
	apparatus.					
	*D					
	*Pupils					
	understand					
	the					
	difference					
	between					
	matching					
	and					
	mirroring					
	movements.					
	*Pupils can					
	identify					
	strengths					
	and areas for					
	improvemen					
	t in their					
	own and					
	other					
	performance					
	s.					
	&					
	Swimming					
	-					
	Year 6:					
	Gymnastics					
	5 y u 5 ti C 5			1	1	l

	(Matching &			
	Mirroring)			
	*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.			
	*Pupils			
	understand			
	the			
	difference			
	between			
	matching			
	and			
	mirroring			
	movements.			
	*Pupils can			
	identify			
	strengths			
	and areas for			
	improvemen			
	t in their			
	own and			
	other			
	performance			
	S.			
	&			
	Net/Wall			
	Games			
	(Handball)			
	*Pupils are			
	able to pass,			
	move and			
	shoot			
	accurately			
	and			
	consistently.			
	*Pupils are			
	able to			
	switch fluidly			
	between			
	attack and			
	defence as			
	possession			
	changes.			
	changes.			
	*Pupils apply			
	a refined			
	understandi			
	ng of passing			
	and moving			
	as well as an understandi			
l l				

ng defer	nsive			
strate	gies.			
*Pu	pils			
deve	elop			
the				
commu				
on ski				
they of				
in ga				
bas				
scena	rios.			
*Punil	s start			
to lead				
team				
man				
their ga				



Years 5 and 6 (Cycle B)

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French *2024.25*	Trips / Visitors
Local Study –	Electricity	Year 5:	What do	Communication	DT – Electricity	Being Me in	By the end of	By the end of	Visitors
Victorians in	Liectricity	Gymnastics	religions say	and	Steady-hand	My World	2024.25	2024.25	See the
London	Associate the	(Counter-	to us when life	Collaboration	game	1			Trip Planner
	brightness of a	Balance and	gets hard?			Year 5	Listening skill:	Listening skill:	document:
	lamp or the	Counter	(Believing)	Outline	Design a		Most learners	Most learners	
	volume of a	Tension)	Christianity,	methods of	steady hand	Face new	understand	understand	Trip
	buzzer with	*Children	Hinduism,	communicating	game,	challenges	the main	the main	Planner.doc
	the number	show	Humanism	and	identifying and	positively and	points and	points and	
	and voltage of cells used in	understanding and can	and Islam	collaborating on the internet.	naming components	know how to	some of the detail from a	some of the detail from a	
	the circuit.	identify	Give reasons	on the internet.	required.	set personal goals.	spoken	spoken	
	the circuit.	counter-	why some	Choose	required.	goais.	passage made	passage made	
	Compare and	balance and	people might	methods of	Draw/design	Understand	up of familiar	up of familiar	
	give reasons	counter-	be comforted	internet	from three	my rights and	language in	language in	
	for variations	tension.	by their beliefs	communication	different	responsibilities	simple	simple	
	in how		when	and	perspectives.	as a citizen of	sentences.	sentences.	
	components	* Children can	someone dies.	collaboration		my country.	They have the	They have the	
	function,	demonstrate		for given	Generate ideas		confidence to	confidence to	
	including the	counter-	Describe the	purposes.	through	Make choices	listen to longer	listen to longer	
	brightness of	balance and	impact that		sketching and	about my own	texts that	texts that	
	bulbs, the	counter-	the belief that		discussion.	behaviour	contain	contain	
	loudness of	tension	we have a soul	Evaluate	Modelist	because I	familiar	familiar	
	buzzers and	balances in	might have on the way	different	Model ideas	understand how rewards	language and	language and	
	the on/off	two's showing changes in	someone	methods of internet	through prototypes.		pick out some	pick out some	
	position of switches.	shape, level,	might live their	communication	prototypes.	and consequences	key points. They can	key points. They can	
	Switches.	body parts	life.	and	Understand	feel.	identify	identify	
	Use recognised	used and in	iiic.	collaboration	purpose of	reen.	specific sounds	specific sounds	
	symbols when	contact.	Describe the	Conaboration	products	Understand	in familiar and	in familiar and	
	representing a		Hindu belief in	Decide what	(toys), incl.	how an	unfamiliar	unfamiliar	
	simple circuit	*Children can	reincarnation	should and	what is meant	individual's	words. Most	words. Most	
	in a diagram.	work in pairs	and Karma.	should not be	by 'fit for	behaviour can	learners	learners	
		to construct,		shared online	purpose' and	impact on a	understand	understand	
		practice,	Describe a link		'form over	group.	and follow a	and follow a	
		evaluate and	between a		function'.		range of	range of	
		improve the	reading that			Year 6	classroom	classroom	
		composition	might be used		Construct	identify my	instructions.	instructions.	
		and quality of	at a funeral		stable base for	goals for this		6 1: 1:11	
		their	and a Christian		a game.	year,	Speaking skill:	Speaking skill:	
		gymnastics	belief about		Accurately cut	understand my	Most learners	Most learners	
		sequence.	life after death.		Accurately cut, fold and	fears and worries about	take part in a simple	take part in a	
		&	death.		assemble nets.	the future and	conversation	simple conversation	
		Net/Wall	Describe what		assemble nets.	know how to	using familiar	using familiar	
		Games	might happen		Decorate base	express them.	structures and	structures and	
		(Handball)	in a Christian		of the game to	express them.	vocabulary and	vocabulary and	
		*Children can	funeral		a high-quality	Know that	express their	express their	
		pass the ball	explaining how		finish.	there are	opinions. Most	opinions. Most	
		(chest pass,	it shows some			universal	learners can	learners can	
		bounce pass,	Christian		Make and test	rights for all	make a short	make a short	
		shoulder pass,	beliefs about		a circuit.	children but	presentation	presentation	
		under arm	life after			for many	using a model.	using a model.	
		pass), move	death.		Incorporate a	children these	Their	Their	
		and shoot			circuit into a	rights are not	pronunciation	pronunciation	
		accurately and	Explain some		base.	met.	and intonation	and intonation	
		consistently.	similarities and		Tost own and	Understand	should be	should be	
		*Children can	differences between the		Test own and others'	that my	more accurate. Most learners	more accurate. Most learners	
		smoothly	Muslim belief		finished	actions affect	will use simple	will use simple	
		switch	in Judgement		games.	other people	conjunctions	conjunctions	
		between	and Christian		garries.	locally and	to build more	to build more	
		attack and	belief in		Evaluate and	globally.	complex	complex	
		defense as	Judgement		make	5.222.7.	sentences and	sentences and	
		possession	and how that		suggestions for	Make choices	present	present	
		changes.	is similar and		improvement.	about my own	information to	information to	
		-	different to			behaviour	others. They	others. They	
			the Hindu		Gather images	because I	can perform a	can perform a	
	Ī	Year 5&6:		İ	& information	understand	role-play with	role-play with	1

	Swmming	belief in		about existing	how rewards	confidence and	confidence and	
	Swimming	reincarnation.		about existing children's toys.	how rewards and		with accuracy.	
	A1	reincarnation.				with accuracy.	with accuracy.	
	And			Analyse a	consequences	n 1: 1:11		
	•	Describe		selection of	feel and I	Reading skill:	Reading skill:	
1		similarities and		existing	understand	Most learners	Most learners	
	&	differences		children's toys.	how these	can read and	can read and	
	Swimming	between non-			relate to my	understand	understand	
		religious and			rights and	some of the	some of the	
		Christian			responsibilities	main points	main points	
	Year 6:	beliefs about				from short	from short	
	Gymnastics	the afterlife.			•	texts in	texts in	
		tile afternie.			On decrease and			
	(Matching &				Understand	familiar	familiar	
	Mirroring)	Look for			how	context.	context.	
	*Pupils can	similarities and			democracy	They develop	They develop	
	create a	differences			and having a	their reading	their reading	
	sequence	between their			voice benefits	skills by re-	skills by re-	
	containing	own views			the school	reading a	reading a	
	both matching	about life after			community.	range of short	range of short	
	_				community.	_	-	
	and mirroring	death and the				texts.	texts.	
	movements,	beliefs of						
	using unison	Hindus,				Writing skill:	Writing skill:	
	and cannon,	Christians,				Most learners	Most learners	
1	executed with	Muslims or				write a few	write a few	1
1	accuracy and	non-religious				sentences	sentences	
	fluidity using a	people				using a model	using a model	1
	range of	people				on a familiar	on a familiar	1
	_	1						1
	apparatus.					topic, adapting	topic, adapting	
						language that	language that	
	*Pupils					they have	they have	
	understand					already learnt.	already learnt.	
	the difference					They	They	
	between					understand	understand	
	matching and					how a simple	how a simple	
	_							
	mirroring					sentence is	sentence is	
	movements.					written and	written and	
						begin to use	begin to use	
	*Pupils can					pronouns and	pronouns and	
	identify					adjectives that	adjectives that	
	strengths and					change with	change with	
	areas for					gender.	gender.	
	improvement					Children revisit	Children revisit	
	in their own					and	and	
	and other					consolidate	consolidate	
	performances.					words and	words and	
						structures	structures	
	&					learnt	learnt	
	Net/Wall					previously, and	previously, and	
	Games					build on this	build on this	
	(Handball)					prior learning.	prior learning.	
						They can use a	They can use a	
1	*Pupils are	1				dictionary to	dictionary to	
	able to pass,	1				check the	check the	
	move and	1				spelling of	spelling of	
	shoot	1				words.	words.	
	accurately and	1						
	consistently.	1				Intercultural	Intercultural	
	consistently.	1						
	*0 "					skill:	skill:	
	*Pupils are					Most learners	Most learners	
	able to switch					can talk about	can talk about	
	fluidly					the	the	
1	between					country/countr	country/countr	
	attack and					ies where the	ies where the	
1	defence as					language is	language is	
		1						
	possession	1				spoken.	spoken.	
	changes.	1						
1		1						1
1	*Pupils apply a	1						1
	refined	1						1
	understanding	1						1
	of passing and							
1	moving as well	1						1
1	as an	1						1
	understanding	1						1
	of defensive	1						1
								1
	Strategies		i	1			I	I
	strategies.							
	*Pupils							
	*Pupils develop their							
	*Pupils							

officiate in game based scenarios.				
*Pupils start to lead their team and manage their games.				



Autumn 2nd Half Term End Points

PRIMAPL PRIMAP PRIMAPL
Years 1 and 2 (Cycle A)

Autumn 2nd half term

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips /
555g.upy	55.555							Visitors
Map It!	Seasonal	Year 1:	What can	Moving	Art –	Celebrating	Pulse and	See the
Year 1 – Our	Change:	Ball Skills	we learn	Robots &	Sculpting the	Difference	Rhythm	Trip Planner
School, Our	Autumn to	(Hands 1)	from sacred	Robot	Natural			document:
City	Winter	*Pupils can	books?	Algorithms	World	Year 1:	Clap the rhythm of	Tain
	(Year 1)	send a ball towards a	(Believing)	Choose a	Know how to	I can tell you	their name.	<u>Trip</u> Planner.docx
Develop	Observe	target,		series of	change	some ways that I am	their name.	Platifier.uucx
knowledge	changes	applying the	Know that	words that	paper from	different and	Clap in time	
about our	across	correct	sacred texts	can be	flat shapes	similar to	to music.	
locality.	Autumn and	technique	contain	enacted as a	to 3D	other people		
•	Winter.	and aiming	stories/	program.	structures.	in my class,	Sing the	
Use		carefully.	teachings			and why this	overall shape	
locational	Describe		which are	Choose a	Understand	makes us all	of a melody.	
and	how	*Pupils can	special to	series of	how to	special.		
directional	humnas,	receive and	many	commands	manipulate		Play in time	
language.	animals and	stop a ball.	people.	that can be	clay to get a	I can explain	to music.	
Use ariel	plants adapt to changing	*Pupils		run as a	variety of shapes and	what bullying is	Copy and	
photos to	seasons.	demonstrate	Understand	program.	snapes and surfaces.	and how	create	
recognise	3C030113.	developing	about issues	Run a	Juliaces.	being bullied	rhythms	
landmarks	Observe and	concentratio	of good and	program on a	Create a	might make	based on	
and basic	describe	n skills as	bad, right	device.	series of	somebody	word	
human and	weather	they focus	and wrong,		sculptures	feel.	patterns.	
physical	associated	on the	arising from		inspired by			
features.	with the	target, their	the stories.		the natural	I know who	Play on the	
	seasons and	partner and			world.	to talk to if I	pulse.	
Devise a	how day	the ball.	Create story			am feeling		
simple map.	length		boxes for			worried.		
Use and	varies.	& Gymnastics	religious			I can discuss		
construct	Living Things	(Wide,	stories and			how to make		
basic	and Their	narrow,	class special book about			new friends.		
symbols in a	Habitats	curled)	how we					
key.	(Year 2)	*Pupils can	treat others			Year 2:		
		move and	treat others					
Use simple	Explore and	balance				I know what		
fieldwork	compare the	using big and				a stereotype		
and	differences	small body				is.		
observationa	between	parts in				t to a constant		
l skills.	things that are living,	wide, narrow and curled				I know what bullying is		
	dead and	ways,				and what to		
Year 2 – Our	things that	applying				do if it is		
World, Our	have never	'champion				happening.		
Country	been alive.	gymnastics'.				11 0		
-						I can explain		
Develop	Identify that	*Pupils can				that		
knowledge	most living	experiment				sometimes		
about the	things live in	with moving				people get		
world and	habbitats to	in a variety				bullied		
the United	which they	of ways,				because they		
Kingdom	are suited	understandi				are seen to		
Name and	and describe how	ng the differences				be different.		
locate the	different	between				I can explain		
seven	habitats	each type of				how it feels		
continents	provide for	movement.				to have a		
	the basic				1			



and five	needs of	*Pupils can		friend and	
oceans.	different	be creative		be a friend.	
	kinds of	as they link		I can also	
Name, locate	animals and	movements.		explain why	
and identify	plants, and	*Children		it is OK to be	
characteristi	how they	can create		different	
cs of the 4	depend on	and perform		from my	
countries	each other.	a simple		friends.	
and capital		gymnastics			
cities of the	Identify and	sequence of			
UK.	name a	2-3 elements			
	variety of	with start			
Use world	plants and	and finish			
maps,	animals in				
atlases and	their				
globes to	habitats, inc.				
identify the	micro-				
UK and it's	habitats.	Year 1&2:			
countries,	Describe	Ball Skills			
continents	Describe how animals	(Hands 2			
and oceans.	obtain their	from Year 1) *Pupils can			
Use simple compass	food from	send a ball			
directions.	plants and	towards a			
un cotions.	other	target,			
	animals,	applying the			
	using the	correct			
	idea of a	technique			
	simple food	(rolling,			
	chain and	throwing).			
	identify and				
	name	*Ch. can			
	different	carefully aim			
	sources of	to score a			
	food.	point to beat			
		an			
		opponent.			
		*Pupils			
		develop			
		their			
		concentratio			
		n skills as			
		they focus			
		on the			
		target, their			
		partner and			
		the ball.			
1		&			
1		α.			
		Gymnastics			
		(Year 2			
1		Linking)			
		*Pupils can			
		link			
1		movements			
		and balances			
		together,			
1		applying			
		champion			
		gymnastics criteria, on			
		the floor and			
1		on			
1		apparatus.			
1					
		*Pupils can			
		demonstrate			
1		an			

understandi		
ng of the		
concept of		
flow and		
apply this to		
their		
developing		
sequences.		
,, _		
Year 2:		
Ball Skills		
(Year 2,		
Hands 1)		
*Children		
can pass and		
receive a		
ball.		
*Pupils can		
dribble, pass		
and move		
with		
developing		
accuracy.		
* Ch. Can		
combine		
these skills		
to score		
points.		
points.		
*Pupils can		
focus on		
their partner		
and team		
members		
and start to		
understand		
the		
consequence		
s in a game		
when		
mistakes are		
made.		
&		
Gymnastics		
(Year 2		
Linking)		
*Children		
understand		
and		
demonstrate		
with		
confidence		
various ways		
of travelling		
and		
balancing		
with		
different		
parts of the		
body high or		
low (change		
of levels).		
21.270.07		
* Children		
are able to		
smoothly		
link 3-4		
IIIIK 5-4		į.

movements			
(eg. balance,			
roll, jump,			
body shape)			
in a planned			
gymnastics			
sequence.			
*Children			
recognise			
how their			
body feels			
when they			
are active			
(exercise			
improves			
health,			
makes them			
feel good			
and helps			
their body			
work well).			
*Children			
are able to			
lift, carry and			
erect their			
own			
apparatus in			
a co-			
operative			
and safe			
way.			

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Years 1 and 2 (Cycle B)

Autumn 2nd half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
				. 0				
Local History	Seasonal	Year 1:	What Can	Robot	DT –	Celebrating	Myths and	See the
Year 1 -Living in the Past	Change:	Ball Skills	We Learn	Algorithms	Mechanisms	Difference	legends	Trip Planner
in the rust	Autumn to	(Hands 1)	From Sacred	Channa	Making a	V1	December	document:
Know the	Winter (Year 1)	*Pupils can send a ball	Books? (Christian/	Choose a series of	Moving Monster	Year 1: I can tell you	Recognising timbre	Trip
difference	(rear 1)	towards a	Muslims &	words that	Worster	some ways	changes in	Planner.docx
between 'past' and 'present'.	Observe	target,	Jewish)	can be	Create	that I am	music they	Tidiliici.docx
una present.	changes	applying the	.,	enacted as a	design	different and	listen to.	
Understand	across	correct	Give reasons	program.	criteria for a	similar to		
how things	Autunn and	technique	why a holy		moving	other people	Recognising	
change over time.	Winter.	and aiming	book is	Choose a	monster as a	in my class,	structural	
time.		carefully.	considered	series of	class.	and why this	features in	
Explain how	Describe		to be 'holy'.	commands		makes us all	music they	
people lived in	how	*Pupils can		that can be	Design a	special.	listen to.	
the past.	humnas,	receive and	Re-tell The	run as a	moving			
Year 2 – Great	animals and	stop a ball.	Lost Sheep;	program.	monster in	I can explain	Listening to	
Fire of London	plants adapt		suggest the	_	accordance	what	and	
	to changing	*Pupils	meaning(s)	Run a	with a design	bullying is	recognising	
Know how the	seasons.	demonstrate	of this story.	program on a	criteria.	and how	instrumentat	
Great Fire of	Observe and	developing	Do tall the	device.	N.A. I.a.	being bullied	ion.	
London occurred.	Observe and describe	concentratio n skills as	Re-tell the story of the		Make linkages	might make	Poginning to	
occurred.	weather	they focus	Exodus.		using card	somebody feel.	Beginning to use musical	
Understand	associated	on the	Exouus.		for levers	ieei.	vocabulary	
how we obtain	with the	target, their	Identify and		and split pins	I know who	to describe	
information	seasons and	partner and	talk about		for pivots.	to talk to if I	music.	
(from historical sources).	how day	the ball.	the meaning		ioi pirotoi	am feeling	11145161	
30010037.	length		of teachings		Experiment	worried.	Suggesting	
Discuss the	varies.	&	of Jesus,		with linkages		improvemen	
impact and		Gymnastics	recognising		adjusting the	I can discuss	ts to their	
events of the Great Fire of	Living Things	(Wide,	that they		widths,	how to make	own and	
London.	and Their	narrow,	come from		lengths and	new friends.	others' work.	
Edildon.	Habitats	curled)	the		thicknesses			
	(Year 2)	*Pupils can	Christian		of card used.	Year 2:		
		move and	tradition.					
	Explore and	balance			Cut and	I know what		
	compare the	using big and	Suggest a		assemble .	a stereotype		
	differences	small body	meaning for		components	is.		
	between	parts in	the story of		neatly.	I know what		
	things that are living,	wide, narrow and curled	Prophet Muhammad		Evaluate	bullying is		
	dead and	ways,	and the		own designs	and what to		
	things that	applying	Black Stone.		against	do if it is		
	have never	'champion	Re-tell		design	happening.		
	been alive.	gymnastics'.	Jonah, a		criteria.			
			story from			I can explain		
	Identify that	*Pupils can	the Bible and		Use peer	that		
	most living	experiment	other holy		feedback to	sometimes		
	things live in	with moving	texts;		modify a	people get		
	habbitats to	in a variety	suggest the		final design.	bullied		
	which they	of ways,	meaning of			because they		
	are suited	understandi	this story.			are seen to		
	and describe	ng the	Suggest			be different.		
	how	differences	answers to			Lange of the		
	different	between	questions			I can explain		
	habitats provide for	each type of	arising from the story of			how it feels		
	the basic	movement.	Jonah.			to have a		
	נווב ממצונ		JUHAH.		L		l	l



	needs of	*Pupils can	Ask and		friend and		
	different	be creative	suggest		be a friend.		
	kinds of	as they link	answers to		I can also		
	animals and	movements.	questions		explain why		
	plants, and	*Children	arising from		it is OK to be		
					different		
	how they	can create	The Lost				
	depend on	and perform	Sheep .		from my		
	each other.	a simple	Talk about		friends.		
		gymnastics	issues of				
	Identify and	sequence of	good and				
	name a	2-3 elements	bad, right				
	variety of	with start	and wrong				
	plants and	and finish	arising from				
	animals in		the story of				
	their		The Exodus				
	habitats, inc.		and the Ten				
	micro-		Commandm				
	habitats.	Year 1&2:	ents.				
		Ball Skills					
	Describe	(Hands 2	Recognise				
	how animals	from Year 1)	that sacred				
	obtain their	*Pupils can	texts contain				
	food from	send a ball	stories which				
		towards a	are special				
	plants and other		•				
		target,	to many				
	animals,	applying the	people and				
	using the	correct	should be				
	idea of a	technique	treated with				
	simple food	(rolling,	respect.				
	chain and	throwing).					
	identify and		Notice and				
	name	*Ch. can	respond				
	different	carefully aim	sensitively to				
	sources of	to score a	how people				
	food.	point to beat	from				
		an	different				
		opponent.	faiths still				
		орропена.	tell the story				
		*Pupils	of Jonah				
		develop	today.				
		their					
		concentratio					
		n skills as					
		they focus					
		on the					
		target, their					
		partner and					
		the ball.					
		&					
		Gymnastics					
		(Year 2					
		Linking)					
		*Pupils can					
		link					
		movements					
		and balances					
		together,					
		applying					
		champion					
		gymnastics					
		criteria, on					
		the floor and					
		on					
		apparatus.					
		*Pupils can					
		demonstrate					
		an					
1	l			1		l .	

understandi		
ng of the		
concept of		
flow and		
apply this to		
their		
developing		
sequences.		
,, _		
Year 2:		
Ball Skills		
(Year 2,		
Hands 1)		
*Children		
can pass and		
receive a		
ball.		
*Pupils can		
dribble, pass		
and move		
with		
developing		
accuracy.		
* Ch. Can		
combine		
these skills		
to score		
points.		
points.		
*Pupils can		
focus on		
their partner		
and team		
members		
and start to		
understand		
the		
consequence		
s in a game		
when		
mistakes are		
made.		
&		
Gymnastics		
(Year 2		
Linking)		
*Children		
understand		
and		
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of travelling		
and		
balancing		
with		
different		
parts of the		
body high or		
low (change		
of levels).		
21.270.07.		
* Children		
are able to		
smoothly		
link 3-4		
IIIIK 5-4		į.

movements			
(eg. balance,			
roll, jump,			
body shape)			
in a planned			
gymnastics			
sequence.			
*Children			
recognise			
how their			
body feels			
when they			
are active			
(exercise			
improves			
health,			
makes them			
feel good			
and helps			
their body			
work well).			
*Children			
are able to			
lift, carry and			
erect their			
own			
apparatus in			
a co-			
operative			
and safe			
way.			

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Year 3 and Year 4 (Cycle A)

Autumn 2nd half term

↑★↑		<u> </u>							
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Map It! (Around The World)	Electricity Identify common	Indoor: Invasion Games	What Do Different People Believe About God?	Programming – Repetition in Shapes	DT Electric Systems: Torches	Celebrating Difference Year 3:	Composition to an Animation	Year 4: 1. To identify 4 numbers in French	See the Trip Planner document:
Locate the	appliances that	(Handball)	(Believing)		Know the parts	I know that	Year 3:	French	Trip
world's	run on	*Pupils	Christians,	Learn common	of a circuit and	there are	N/ 1 15 1	2. To	Planner.docx
countries inc.	electricity.	develop their	Hindus And	commands and	torch.	many different	Verbalise how	remember 2	- Idillicitation
Key physical		passing and	Muslims Cont.	constructs of the Logo		types of	the music	days of the	
and human	Construct a	moving skills		programming	Understand	families.	makes them	week	
characteristcs,	simple series	to outwit their		language.	how to use	I know what a	feel.		
countries and	electrical	opponents and	Describe some	languager	trial and	bystander		3. To be aware	
major cities.	circuit,	keep	of the ways in	Develop their	improvement	should do	Creae actions	that French	
	identifying and	possession of	which	ability to	to test a	when they	or movements	nouns have	
Identify the	naming its	the ball.	Christians,	compose	product and	witness	appropriate to	'genders'	
position and	basic parts,	* Donatha annah	Hindus and/or	algorithms for	how to adapt a	bullying.	each section of	A To be obtained	
significance of latitude,	including cells, wires, bulbs,	* Pupils apply	Muslims describe God.	drawing	design to fit a user profile.	I can describe different	a piece of	4. To be able to identify and	
longitude,	switches and	an understanding	describe dod.	mathematical	user profile.	conflicts that	music.	use the sound	
Equator,	buzzers.	of where,	Suggest why	structures and		might happen	DI	OU	
Northern	buzzers.	when and why	having a faith	turn these into		in family or	Play in time	00	
hemisphere,	Identify	we pass and	or belief in	Logo code s.		friendship	and with an		
Southern	whether or not	move, to score	something can	5.		groups and	awareness of		
hemisphere,	a lamp will	points against	be hard.			how words can	other pupils'		
the Tropics of	light in a	another team.				be used in	parts, giving		
Cancer and	simple series		Identify how			hurtful or kind	some thought		
Capricord,	circuit, based	Gymnastics	and say why it			ways when	to dynamics.		
Arctic and	on whether or	(Canon and	makes a			conflicts			
Antartic Circle,	not the lamp is	Unision)	difference in			happen.	Play melodies		
Prime/Greenwi	part of a	*Pupils can	people's lives			I can tell you	and rhythms		
ch Meantime	complete loop	execute 'excellent'	to believe in God.			how being	which		
and time	with a battery.	movements in	God.			involved with a conflict makes	represent the		
zones.	Recognise that	both canon				me feel and	section of		
Use maps,	a switch opens	and unison.				can offer	animation they		
atlases, globes	and closes a	Pupils can link				strategies to	are		
and	circuit and	these				help the	accompanying.		
digital/comput	associate this	movements				situation.			
ing mapping to	with whether	together,					Year 4:		
locate	or not a lamp	forming					Rock and Roll		
countries and	lights in a	sequences.				Year 4:	D i . i		
describe	simple series					I can tell you a	Recognising and discussing		
features.	circuit.	*Pupils show				time when my	the stylistic		
		good body				first	features of		
	Recognise	control,				impression of	different		
	some common	tension,				someone	genres, styles		
	conductors and insulators,	extension.				changed as I got to know	and traditions		
	and associate	*Pupils can				them.	of music using		
	metals with	collaborate					musical		
	being good	showing				I know what	vocabulary.		
	conductors.	cooperation				influences me			
		skills with their				to make	Identifying		
		partners/grou				judgements	common		
		ps as they				about people.	features		
		work together					between		
		to create their				I can explain	different		
		sequences and				why bullying	genres, styles and traditions		
		share				might be	of music.		
		apparatus with				difficult to	5usic.		
		others.				spot and what to do about it	Recognising,		
		Years 3&4:				if I'm not sure.	naming and		
		Invasion				ar i i i ii ii ot sure.	explaining the		
		Games				I can explain	effect of the		
		(Football)				why it is good	interrelated		
		*Pupils				to accept	dimensions of		
		develop their				myself and	music.		
		passing,	1				1		

	moving and		others for who	Using musical		ı
	dribbling skills		we are.	vocabulary to		ı
	to outwit their			discuss the		1
	opponents and			purpose of a		1
	keep			piece of music.		1
	possession of					1
	the ball.			Using musical		1
				vocabulary		1
	*Pupils can			when		1
	apply an			discussing		ı
	understanding			improvements		1
	of where,			to their own		1
	when and why			and others' work.		1
	we pass, move and dribble in			WOIK.		1
	order to score			Singing longer		1
	points against			songs in a		1
	another team.			variety of		1
				musical styles		ı
	And			from memory,		1
				with accuracy,		1
	Gymnastics			control,		1
1	(Bridges)			fluency and a		ı
	*Pupils can			developing		1
1	execute			sense of		ı
1	'excellent' balances and			expression		ı
	movements			including control of		ı
	within the			subtle dynamic		1
	'bridges'			changes.		ı
	theme.			Singing and		1
				playing in time		ı
	*Children can			with peers		1
	identify and			with accuracy		1
	show a range			and awareness		ı
	of bridge			of their part in		ı
	shapes with			the group		ı
	back, front or			performance.		ı
	side of the			Playing melody		1
	body towards			parts on tuned		ı
	the floor or apparatus.			instruments with accuracy		1
	apparatus.			and control		ı
	*Applying			and developing		1
	flow, pupils			instrumental		ı
	can link these			technique.		1
	movements			·		ı
	and balances					ı
	together.					ı
						i
	*Children					ı
	understand and					ı
	demonstrate a					ı
	variety of high-					ı
	and low-level					ı
	bridges and					ı
	are able to					ı
	create a					ı
	balanced					i
	gymnastics					ı
	sequence with					ı
	inclusion of					ı
	bridges.					ı
	*Ch. can					1
	transfer and					ı
	extend all their					ı
	ideas and skills					ı
	onto					ı
	apparatus at					ı
	every stage of					1
	learning.					ı
						1
	Vac: 4					ı
	Year 4 Dance					1
	(Space)					ı
	*Children can					1
	explore,					ı

	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.				
	dynamics.				
	*Children can				
	make their				
	movement big,				
	clear and				
	exaggerated.				
	*Children can				
	create and				
	perform a				
	dance				
	sequence with				
	a partner (moving in				
	unison or				
	canon).				
	*Children				
	appreciate				
	ideas of others and can make				
	improvements				
	to their				
	performance.				
	Invasion				
	Games				
	(Football)				
	*Pupils can				
	apply a secure				
	understanding				
	of passing,				
	moving and dribbling to				
	shoot and				
	score goals				
	against				
	another team.				
	* Pupils will				
	demonstrate a				
	growing				
	understanding				
	of the				
	difference				
	between attack and				
	defense as				
	well as when,				
	where and				
	why we				
	execute				
	certain skills.				



Years 3 and 4 (Cycle B)

Autumn 2nd half term

				Autt	ımın z n	an term			1
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Indus Valley	Light		How Do	Programming -	Art-	Celebrating	ТВС	By the end of	See the
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Indoor:	People from	Sequencing	Prehistoric Art	Difference		2024.25	Trip Planne
	Recognise that	Invasion	Religious And	Sounds	(Indus Valley)				document
	they need light	Games	Non-Religious		, ,	Year 3:		Listening skill:	
	in order to see	(Handball)	Communities	Recognise that	Explore	I know that		Most learners	Trip
	things, and that	*Pupils	Celebrate Key	sequences can	purpose of	there are			Planner.do
	dark is the	develop their	Festivals?	have an order.	cave paintings/	many different		can	
	absence of	passing and	(Expressing)		prehistoric	types of		understand	
	light.	moving skills	. ,	Explain that the	man made art	families.		and respond to	
		to outwit their	Describe how	order of		I know what a		familiar	
	Notice that	opponents and	the way	commands in a	understand	bystander		spoken words,	
	light is	keep	people	program can	scale to	should do		phrases and	
	reflected from	possession of	celebrate	affect the	enlarge	when they		sentences.	
	surfaces.	the ball.	festivals might	outcome.	drawings in a	witness		They	
			show		different	bullying.		understand	
	Recognise that	* Pupils apply	something	Create a	medium	I can describe		basic	
	light from the	an	about their	sequence of		different		classroom	
	sun can be	understanding	beliefs.	commands to	Experiment	conflicts that			
	dangerous and	of where,	School	produce a given	with natural	might happen		instructions.	
	that there are	when and why	Describe how	outcome	materials to	in family or		Most learners	
	ways to	we pass and	survey data	(creating a	make paint	friendship		should be able	
	protect their	move, to score	and interviews	musical	and explore	groups and		to hear and	
	eyes.	points against	might tell us	instrument in	the colours	how words can		learn about	
	Cycs.	another team.	something	Scratch)	and effects.	be used in		the different	
	Recognise that	another team.	about people's	Scratchy	and circuts.	hurtful or kind		sounds in	
	shadows are	Gymnastics	beliefs and	Learn that code	Apply painting	ways when		French.	
	formed when	1				conflicts		110110111	
		(Canon and	worldviews.	can be copied	skills on a			Speaking skill:	
	the light from	Unison)	Identify some	from one sprite	textured	happen.			
	a light source	*Pupils can	,	to another.	surface.	I can tell you		Most learners	
	is blocked by	execute	differences in	T	Ct	how being		can	
	an opaque	'excellent'	the way	Test projects to	Create a	involved with a		communicate	
	object.	movements in	festivals	see if they	collaborative	conflict makes		with simple	
		both canon	celebrated.	perform as	class piece of	me feel and		questions and	
	Find patterns	and unison.		expected.	prehistoric-	can offer		phrases using	
	in the way that	Pupils can link	Describe how		inspired art.	strategies to		correct	
	the size of	these	the way			help the		pronunciation.	
	shadows	movements	people		Evaluate	situation.		They can also	
	change.	together,	celebrate		electrical				
		forming	Christmas		products.			enjoy and sing	
		sequences.	might show			Year 4:		some French	
			something		Test and	I can tell you a		songs. In the	
		*Pupils show	about their		evaluate the	time when my		reading skill,	
		good body	beliefs.		success of a	first		most learners	
		control,			final product.	impression of		can recognise	
		tension,	Suggest how			someone		and	
		extension.	celebrations			changed as I		understand	
			studies might			got to know		some familiar	
		*Pupils can	make a			them.			
		collaborate	difference to					words and	
		showing	how pupils			I know what		phrases in	
		cooperation	think and live.			influences me		written form.	
		skills with their				to make		They are	
		partners/grou				judgements		generally	
		ps as they				about people.		confident in	
		work together						reading aloud,	
		to create their				I can explain		and in using	
		sequences and				why bullying		reference	
		share				might be			
		apparatus with				difficult to		materials.	
		others.				spot and what			
		ouieis.				to do about it		Writing skill:	
		Years 3&4:				if I'm not sure.		Most learners	
		Invasion				ii i iii iiot sure.		can write some	
								familiar simple	
		Games						sentences and	
	1	1	1	1	1	1	i	Jentenees and	

	(Football)		I can explain	words using a	
	*Pupils		why it is good	model and	
	develop their		to accept	write some	
]	passing,		myself and	familiar words	
	moving and		others for who	from memory.	
	dribbling skills to outwit their		we are.		
]	opponents and			Intercultural	
	keep			skill:	
]	possession of			Most learners	
	the ball.			can talk about	
]				some	
]	*Pupils can			celebrations/tr	
	apply an			aditions and compare	
	understanding			aspects of	
	of where,			everyday life at	
]	when and why			home and	
]	we pass, move and dribble in			abroad. They	
]	order to score			can also	
]	points against			identify	
]	another team.			similarities in	
				traditional	
]	And			stories/songs.	
]					
]	Gymnastics				
	(Bridges)				
	*Pupils can				
]	execute 'excellent'				
]	'excellent' balances and				
	movements				
	within the				
	'bridges'				
]	theme.				
]	*Children can				
]	identify and				
]	show a range				
	of bridge				
	shapes with back, front or				
]	side of the				
	body towards				
]	the floor or				
]	apparatus.				
	*Applying				
]	flow, pupils				
	can link these movements				
	and balances				
]	together.				
]	together.				
	*Children				
]	understand				
]	and				
	demonstrate a				
	variety of high-				
]	and low-level				
]	bridges and are able to				
	are able to create a				
	balanced				
]	gymnastics				
	sequence with				
	inclusion of				
]	bridges.				
]					
	*Ch. can				
	transfer and				
]	extend all their				
]	ideas and skills onto				
	apparatus at				
	every stage of				
	learning.				
]	3				
	Year 4			 	

	Dance				
	(Space)				
	*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.				
	*Children con				
	*Children can make their				
	movement big,				
	clear and				
	exaggerated.				
	*Children can				
	create and				
	perform a				
	dance				
	sequence with a partner				
	(moving in				
	unison or				
	canon).				
	,				
	*Children				
	appreciate				
	ideas of others				
	and can make				
	improvements				
	to their performance.				
	periorilarice.				
	Invasion				
	Games				
	(Football)				
	*Pupils can				
	apply a secure				
	understanding				
	of passing,				
	moving and dribbling to				
	shoot and				
	score goals				
	against				
	another team.				
	* Pupils will				
	demonstrate a				
	growing				
	understanding of the				
	difference				
	between				
	attack and				
	defense as				
	well as when,				
	where and				
	why we				
	execute				
	certain skills.				
				<u> </u>	



Years 5 and 6 (Cycle A) Autumn 2nd half term

小						2011			
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
The Anglo-	Earth and	Year 5:	What Would	Webpage	Art –	Celebrating	Blues	tbc	See the
Saxons	Space	Gymnastics	Jesus Do?	Creation (Year	Modernism –	Difference			Trip Planner
Undorstand	Describe the	(Matching and	(Believing)	5)	Sculpture for	Voor F.	Name 3 key		document:
Understand how people's	Describe the movement of	Mirroring) *Pupils	Outline Jesus'	Add text to a	Peace	Year 5: I understand	features of Blues music.		Trip
lives have	the Earth and	understand	teaching on	web page.	Know the key	what racism is.	blues music.		Planner.docx
shaped Britain.	other planets,	the difference	how his	web page.	artists, motifs	Wildt ideisiii is.	Sing in tune,		Tidillici.docx
snapea Snann	relative to the	between	followers	Set the style of	and cultural	Lunderstand	using vocal		
	Sun in the	matching and	should live.	text on a web	contexts of	that cultural	expression to		
	solar system.	mirroring		page.	British	differences	convey		
Gain historical		movements.	Explain the		Modernism.	sometimes	meaning.		
perspective by	Describe the		impact Jesus'	Embed media in		cause conflict.			
understanding	movement of	*Pupils can	example and	a web page.	Use form and		Explain what a		
the	the Moon	create a	teachings		texture to	I can explain	chord is and		
connections	relative to the	sequence	might have on	Insert	reflect abstract	the difference	play the chord		
between local	Earth.	containing	Christians	hyperlinks to	concepts.	between direct	of C sixteen		
and national history.	Describe the	both matching and mirroring	today.	another site.	Create carved,	and indirect types of	times.		
mstory.	Sun, Earth and	movements,	Express their	Preview a web	relief and free-	bullying.	Play the twelve		
	Moon as	executed with	own	page (for	standing	Zunymig.	bar blues		
	approximately	accuracy and	understanding	different screen	Modernist	l can	correctly.		
Answer key	spherical	fluidity using a	of what Jesus	size).	sculptures.	understand a			
question with	bodies.	range of	would do in	,	·	different	Play the notes		
details from		apparatus.	relation to a	Physical		culture from	of the Blues		
the unit of	Use the idea of		moral dilemma	Computing -		my own.	scales in the		
work.	the Earth's	And	from the world	Sensing			correct order,		
	rotation to		today.	(Microbits)		Year 6:	ascending and		
	explain day	Net/wall		11		I understand	descending.		
	and night and	games (Tennis)		Identify a variable in an		there are different	Play a		
	the apparent movement of	*Pupils can		existing		perceptions	selection of		
	the Sun across	execute a wide		program.		about what	Blues scale		
	the sky.	range of shots		Experiment		normal means.	notes out of		
	,	(forehand,		with the value			order in their		
		backhand,volle		of an existing		I understand	own		
		y) and play the		variable.		how being	improvisation.		
		ball into				different could			
		space.		Choose a name		affect			
		*Donatile longer		that identifies		someone's life.			
		*Pupils know how and		the role of a variable to		Lean avalain			
		where to		make it more		I can explain some of the			
		serve the ball		usable (to		ways in which			
		accurately to		humans).		one person or			
		start the		,		a group can			
		game.		Decide where in		have power			
				a program to		over another.			
		*Ch. begin to		set a variable.					
		create,		l		I know some			
		understand		Update a		of the reasons			
		and apply tactics in their		variable.		why people			
		games.		Use a variable		use bullying behaviours.			
		Builles.		in a conditional		benaviours.			
				statement to		I can give			
		Year 5&6:		control the flow		examples of			
		Swimming		of a program.		people with			
				_		disabilities			
		And		Use the same		who lead			
				variable in		amazing lives.			
		Invasion		more than one		I can explain			
		games		location in a		ways in which			
		(Handball)		program.		difference can			
		*Pupils are				be a source of			
		able to pass,				conflict and a			
		move and shoot				cause for			
		211001		l	l	celebration.			<u> </u>



	accurately and				
	consistently.				
	,				
	*Pupils are				
	able to switch				
	fluidly				
	between				
	attack and				
	defence as				
	possession				
	changes.				
	*Pupils apply a				
	refined				
	understanding				
	of passing and				
	moving as well				
	as an				
	understanding				
	of defensive				
	strategies.				
	*Dunile				
	*Pupils develop their				
	communicatio				
	n skills as they				
	officiate in				
	game-based				
	scenarios.				
	*Pupils start				
	to lead their				
	team and manage their				
	games.				
	garries.				
	Year 6:				
	Invasion				
	Games (Tag				
	Games (Tag Rugby)				
	Rugby)				
	Rugby) *Children				
	Rugby) *Children explore and				
	*Children explore and consolidate				
	Rugby) *Children explore and				
	*Children explore and consolidate different passes that can be used in				
	*Children explore and consolidate different passes that can be used in tag rugby to				
	*Children explore and consolidate different passes that can be used in tag rugby to outwit the				
	*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent				
	*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent (passing to the				
	*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent (passing to the side and back,				
	*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				
	*Children explore and consolidate different passes that can be used in tag rugby to outwit the opponent (passing to the side and back,				
	*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				
	*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). *Ch. Can create and				
	*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). *Ch. Can create and apply				
	*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). *Ch. Can create and apply defensive				
	*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). *Ch. Can create and apply				
	*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). *Ch. Can create and apply defensive tactics.				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession changes.				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession changes.				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession changes. *Ch. understand				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession changes. *Ch. understand when and why				
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	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession changes. *Ch. understand when and why to apply				
	*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). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession changes. *Ch. understand when and why to apply				

N	Net/wall			
	games			
	adminton)			
Pup	oils are able			
	o apply a			
	ined ability			
	execute the			
	correct			
	chnique for			
	range of			
	hots, with			
	curacy and			
	onsistency			
	forehand,			
	packhand,			
	erhead shot,			
dr	rop shot).			
	n. can serve			
	onsistently			
	and with			
a	accuracy.			
***	Describe and			
	Pupils can emonstrate			
	problem			
	problem plying skills			
	creating a			
	range of			
	tactics,			
	olying these			
	to their			
	games.			
]				
*Pt	upils show			
	pect as they			
	ollaborate			
	rith others			
	nd play by			
	he rules.			



Years 5 and 6 (Cycle B) Autumn 2nd half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips /
History	Science	P.L.	N.L.	Computing	AIL	PONE	iviusic	rielicii	Visitors
Map It!	Living Things	Year 5:	What matters	Webpage	Art – Arts and	Celebrating	Rock and Roll	By the end of	See the
(Americas)	and Their	Gymnastics	most to	Creation	Crafts	Difference		2024.25	Trip Planne
	Habitats	(Matching and	Christians and		Movement		Recognising		document
Locate the		Mirroring)	to Humanists?	Add text to a	(Printmaking)	Year 5:	and discussing	Listening skill:	
world's	Describe how	*Pupils		web page		Lunderstand	the stylistic	Most learners	Trip
countries,	living things	understand	Describe what			what racism is.	features of	understand	Planner.do
using maps to	are classified	the difference	Christians	Set the style of			different	the main	
ocus on North	into broad	between	mean about	text on a web		Lunderstand	genres, styles	points and	
and South	groups	matching and	humans being	page		that cultural	and traditions	some of the	
America,	according to	mirroring	made in the	Page		differences	of music using	detail from a	
concentrating	common	movements.	image of God	Embed media in		sometimes	musical	spoken	
on their	observable	movements.	and being	a web page.		cause conflict.	vocabulary.	passage made	
environmental	characteristics	*Pupils can	'fallen', giving	a web page.		cause connict.	vocabulary.	up of familiar	
	and based on			Incort		Lean avalain	Idontifuing		
regions, key		create a	examples	Insert		I can explain	Identifying	language in	
physical and	similarities and	sequence	5 1 1 1	hyperlinks to		the difference	common	simple	
human	differences,	containing	Describe what	another site.		between direct	features	sentences.	
haracteristics,	including	both matching	it means to be			and indirect	between	They have the	
countries and	micro-	and mirroring	a Humanist.	Preview a web		types of	different	confidence to	
major cities	organisms,	movements,		page (for		bullying.	genres, styles	listen to longer	
	plants and	executed with	Discuss the	different screen			and traditions	texts that	
Understand	animals.	accuracy and	'hidden	size).		I can	of music.	contain	
geographical		fluidity using a	messages' of			understand a		familiar	
imilarities and	Give reasons	range of	some stories			different	Recognising,	language and	
differences	for classifying	apparatus.	that explore			culture from	naming and	pick out some	
through the	plants and		values.			my own.	explaining the	key points.	
study of	animals based	And				Year 6:	effect of the	They can	
human and	on specific		Give examples			Lunderstand	interrelated	identify	
physical	characteristics	Net/wall	from Humanist			there are	dimensions of	specific sounds	
eography of a	characteristics	games	and Christian			different	music.	in familiar and	
region of the		(Tennis)	moral codes.			perceptions	music.	unfamiliar	
United			moral codes.				Heing musical		
		*Pupils can	Describe come			about what	Using musical	words. Most	
(ingdom and a		execute a wide	Describe some			normal means.	vocabulary to	learners	
region within		range of shots	Christian and				discuss the	understand	
North or South		(forehand,	Humanist			I understand	purpose of a	and follow a	
America		backhand,volle	values simply,			how being	piece of music.	range of	
		y) and play the	saying what I			different could		classroom	
Use maps,		ball into	think about			affect	Using musical	instructions.	
atlases, globes		space.	them.			someone's life.	vocabulary		
and digital /							when	Speaking skill:	
computer		*Pupils know	Suggest			I can explain	discussing	Most learners	
mapping to		how and	reasons why I			some of the	improvements	take part in a	
locate		where to	think it might			ways in which	to their own	simple	
countries and		serve the ball	be helpful to			one person or	and others'	conversation	
describe		accurately to	follow a moral			a group can	work.	using familiar	
features		start the	code.			have power	-	structures and	
studied		game.	couc.			over another.	Singing longer	vocabulary and	
		gac.	Talk about			and their	songs in a	express their	
Jse the eight		*Ch. begin to	why it might			I know some	variety of	opinions. Most	
		_	be difficult to			of the reasons	musical styles	I :	
points of a		create,						learners can make a short	
compass		understand	follow a moral			why people	from memory,		
		and apply	code.			use bullying	with accuracy,	presentation	
		tactics in their	Discuss			behaviours.	control,	using a model.	
		games.	different				fluency and a	Their	
			points of view			I can give	developing	pronunciation	
			about what is			examples of	sense of	and intonation	
		Year 5&6:	good and bad.			people with	expression	should be	
		Swimming				disabilities	including	more accurate.	
			Express my			who lead	control of	Most learners	
		And	own ideas			amazing lives.	subtle dynamic	will use simple	
			about big				changes.	conjunctions	
		Invasion	moral			I can explain	Singing and	to build more	
		games	concepts, such			ways in which	playing in time	complex	
		(Handball)	as fairness or			difference can	with peers	sentences and	
				i .	i i	anicicité call	with beers	sentences and	
						he a source of	with accuracy	procent	
		*Pupils are	honesty.			be a source of	with accuracy	present	
		*Pupils are able to pass,	honesty.			conflict and a	and awareness	information to	
		*Pupils are					•		

	accurately and	the ideas of		1	Playing melody	confidence and	
	consistently.	others we			parts on tuned	with accuracy.	
	consistently.	have studied.			instruments	man decaracy.	
	*Pupils are	nave staatea.			with accuracy	Reading skill:	
	able to switch				and control	Most learners	
	fluidly				and developing	can read and	
	between				instrumental	understand	
	attack and				technique.	some of the	
	defence as				•	main points	
	possession					from short	
	changes.					texts in	
						familiar	
	*Pupils apply a					context.	
	refined					They develop	
	understanding					their reading	
	of passing and					skills by re-	
	moving as well					reading a	
	as an					range of short	
	understanding					texts.	
	of defensive						
	strategies.					Writing skill:	
				1		Most learners	
	*Pupils	1				write a few	
	develop their	1				sentences	
	communicatio	1				using a model	
	n skills as they	1				on a familiar	
	officiate in	1		1		topic, adapting	
	game-based	1				language that	
	scenarios.	1				they have	
		1				already learnt.	
	*Pupils start					They	
	to lead their					understand	
	team and					how a simple	
	manage their					sentence is	
	games.					written and	
	8 . 3.					begin to use	
						pronouns and	
	Year 6:					adjectives that	
	Invasion					change with	
	Games (Tag					gender.	
	Rugby)					Children revisit	
						and	
						consolidate	
	*Children					words and	
	explore and					structures	
	consolidate					learnt	
	different						
	different passes that					previously, and	
	passes that					previously, and build on this	
						previously, and	
	passes that can be used in					previously, and build on this prior learning.	
	passes that can be used in tag rugby to					previously, and build on this prior learning. They can use a	
	passes that can be used in tag rugby to outwit the					previously, and build on this prior learning. They can use a dictionary to	
	passes that can be used in tag rugby to outwit the opponent					previously, and build on this prior learning. They can use a dictionary to check the	
	passes that can be used in tag rugby to outwit the opponent (passing to the					previously, and build on this prior learning. They can use a dictionary to check the spelling of	
	passes that can be used in tag rugby to outwit the opponent (passing to the side and back,					previously, and build on this prior learning. They can use a dictionary to check the spelling of	
	passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss					previously, and build on this prior learning. They can use a dictionary to check the spelling of words.	
	passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss					previously, and build on this prior learning. They can use a dictionary to check the spelling of words.	
	passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass).					previously, and build on this prior learning. They can use a dictionary to check the spelling of words. Intercultural skill:	
	passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass). *Ch. Can					previously, and build on this prior learning. They can use a dictionary to check the spelling of words. Intercultural skill: Most learners can talk about the	
	passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass). *Ch. Can create and					previously, and build on this prior learning. They can use a dictionary to check the spelling of words. Intercultural skill: Most learners can talk about	
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	passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass). *Ch. Can create and apply defensive					previously, and build on this prior learning. They can use a dictionary to check the spelling of words. Intercultural skill: Most learners can talk about the country/countr	
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	passes that can be used in tag rugby to outwit the opponent (passing to the side and back, loop pass, miss pass). *Ch. Can create and apply defensive tactics. * Ch. can switch fluidly between attack and defence as possession					previously, and build on this prior learning. They can use a dictionary to check the spelling of words. Intercultural skill: Most learners can talk about the country/countr ies where the language is	
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	head shot,			
dro	op shot).			
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*Pui	ipils show			
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	d play by			
	e rules.			



Spring 1st Half Term End Points



Years 1 and 2 (Cycle A)

Spring 1st half term

***				Spring.	ı man te	1111		
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitor
King Charles III	Animals incl. Humans	Year 1: Dance	Who Is A Muslim And	Digital Writing	Paper Mechanisms:	Dreams and Goals	Tempo – The Snail and the	See the Trip Planner
Know the	(Year 1 and	(Heroes)	What Do They	Use a	Moving Story		Mouse	document:
difference	Year 2)	*Children can	Believe?	Chromebook to	books	Year 1:	_	
between past	11.00	respond to	(Believing)	write.		Tell how I felt	Demonstrate	Trip
and present.	Identify a	different	Tally about		Know whether	when I	slow and fast	Planner.docx
	variety of	stimuli	Talk about		a mechanism	succeeded in a	with their	
	animals.	(stories,	some simple ideas about	Enter text onto	is a side-to- side slider or	new challenge and how I	bodies and voices.	
Understand	Identify	poetry, music, and event)	Muslim beliefs	a computer.	an up-and-	celebrated it.	voices.	
how things	common	with a range of	about God,	a compater.	down slider	ccicbiated it.	Demonstrate	
change over	animals that	actions.	making links		and predict	Know how to	slow and fast	
time.	are carnivores,		with some of		what	store the	beats while	
	herbivores and	*Children can	the 99 Names	Use a keyboard	movement the	feelings of	saying a rhyme	
	omnivores.	copy and	of Allah.	to enter text.	mechanism	success in my	and using an	
		explore basic			will make.	internal	instrument.	
Explain the	Describe the	body actions	Re-tell a story			treasure chest.		
role of a	structure of	and	about the life		Create a		Perform a song	
monarch	animals.	movement	of the Prophet	Store/Save	picture, which		using a singing	
		patterns.	Muhammad.	work on a	meets the	Year 2:	voice.	
	Identify the	1		Chromebook	design criteria,	Explain some		
	basic parts of	*Children can	Make links	(online Word)	with parts that	of the ways I	Perform with	
	the human	choose	between what		move	worked	an instrument.	
	body (Yr 1)	movements to	the Holy		purposefully as	cooperatively		
		make into	Qur'an says		planned.	in my group to	Observe others	
	Understand	their own	and how	Save and		create the end	and move,	
	life cycles;	phrases with	Muslims	retrieve files.		product.	speak, sing and	
		beginning,	behave.				play	
	Describe the	middle and				Express how it	appropriately.	
	basic needs of	ending.				felt to be		
	animals inc.					working as	Sing in time	
	humans	*Children can				part of this	from memory,	
	Describe the	talk about				group.	with some	
	importance of	dance, linking					accuracy.	
	healthy living	movement to						
	for humans	moods, ideas					Keep a steady	
	(Yr2)	and feelings.					pulse.	
							Mana anali	
		& Ball Skills					Move, speak,	
		(Feet 1)					sing and play demonstrating	
		*Pupils can					slow and fast	
		consolidate					beats.	
		their ability to					bcats.	
		dribble the ball						
		keeping						
		control and						
		moving into						
		spaces.						
		зрассэ.						
		*Pupils	1		1			
		develop their						
		ability to pass						
		the ball	1		1			
		accurately.	1		1			
		· ·	1		1			
		*Pupils will						
		demonstrate	1		1			
		developing						
		concentration						
		skills as they						
		focus on the						
		target, their						
		partner and						
		the ball.	1		1			
			1		1			
		1	1		1	1	1	·

Year 18.2: Dance (Heroes) *Pupils can move in relation to the music and respond with appropriate movements and actions. *Pupils can ensure their movements are big and clear. *Pupils develop their curiosity and imagination as they demonstrate appropriate ideas for moving. . & Ball Skills (Feet 1, Year 1 Planning) *Pupils can dribble the ball keeping control and	
Cheroes) "Pupils can move in relation to the music and respond with appropriate movements and actions. "Pupils can ensure their movements are big and clear. "Pupils develop their curiosty and imagination as they demonstrate appropriate ideas for moving. "Ball Skills (Feet 1, Year 1 Planning) "Pupils can dribble the ball keeping	
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Planning) *Pupils can dribble the ball keeping	
*Pupils can dribble the ball keeping	
keeping	
keeping	
control and	
moving into	
spaces.	
*Pupils can	
pass the ball	
accurately to a	
partner.	
*Ch. Can focus	
on the target,	
their partner	
and the ball.	
Year 2:	
Dance	
(Explorers)	
*Pupils can	
respond to the	
music with	
appropriate appropriate	
movements	
and actions,	
using their using their	
whole body,	
ensuring their	
movements are his and	
are big and clear.	
uca.	
*Ch. can	
create a dance	
motif linked to	
a variety of	
characters.	
*Children	
apply	
'Champion	
dancer'	
moves- can	
move with	

control,	 		_
respond to the			
rhythm and			
move in			
relation to the			
music.			
music.			
Ball Skills			
(Feet 1, Year 2			
plan)			
*Pupils can apply their			
passing and			
dribbling skills			
to keep			
possession and			
score a point.			
*Ch. can work			
collaboratively			
together with			
a partner or a			
small team.			



Years 1 and 2 (Cycle B)

Spring 1st half term

***	•			spring .	ı nair te	rm		
History /	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips /
Geography								Visitor
Queen Victoria	Animals incl.	Year 1:	How Should	Making Music	Art – Pop Art	Dreams and	West African	See the
	Humans	Dance	We Care For			Goals	call and	Trip Planner
Know shout	(Year 1 and	(Heroes)	Others And	Docognico that		Voca 1.	response song	document:
Know about Queen Victoria	Year 2)	*Children can respond to	The World, And Why Does	Recognise that information on	Know two famous artists	Year 1: Tell how I felt	(Theme: Animals)	Trip
and her life	Identify a	different	It Matter?	a computer	in Pop Art	when I	Aililiaisj	Planner.docx
	variety of	stimuli	Christian/	can be stored	movement.	succeeded in a	Recognising	
Explore some	animals.	(stories,	Muslims &			new challenge	timbre	
similarities and		poetry, music,	Jewish	Explain that	Use artist	and how I	changes in	
differences	Identify	and event)	(Living)	information	tools: paint,	celebrated it.	music they	
between your life and life in	common animals that	with a range of actions.	Cive evernales	(work) on a	permanent	Know how to	listen to.	
the Victorian	are carnivores,	actions.	Give examples what Jesus	computer can be saved	marker, scissors, liquid	Know how to store the	Recognising structural	
era	herbivores and	*Children can	said about the	be saved	glue.	feelings of	features in	
	omnivores.	copy and	importance of	Explain that	giuc.	success in my	music they	
Understand		explore basic	people.	stored	Create a	internal	listen to.	
how paintings	Describe the	body actions		information	collaborative	treasure chest.	Listening to	
and	structure of	and	Identify two	(work) can be	mixed media		and	
photographs	animals.	movement	examples of	retrieved,	popart.	Voc. 2.	recognising	
can help us to learn about	Identify the	patterns.	religious believers	edited, and resaved		Year 2: Explain some	instrumentatio n.	
the past	basic parts of	*Children can	caring for	resaved		of the ways I	11.	
	the human	choose	people.			worked	Beginning to	
	body (Yr 1)	movements to		Recognise that		cooperatively	use musical	
		make into	Say what you	people		in my group to	vocabulary to	
	Understand	their own	know about	around me can		create the end	describe	
	life cycles;	phrases with	the Jewish practice of	view my		product.	music.	
	Describe the	beginning, middle and	Tzedakah.	screen to see my work		Express how it	Listening to	
	basic needs of	ending.	TECUARUT.	my work		felt to be	and repeating	
	animals inc.	, and the second	Identify the	Recognise that		working as	a short, simple	
	humans	*Children can	links between	my work		part of this	melody by ear.	
	Describe the	talk about	the teaching in	can be printed		group.		
	importance of	dance, linking	the Torah and	and shared			Suggesting	
	healthy living for humans	movement to moods, ideas	caring.	Recognise that			improvements to their own	
	(Yr2)	and feelings.	Give reasons	my work			and others'	
	()	2.12.122821	why Jesus told	can be shared			work.	
		&	the story of	between				
		Ball Skills	the Good	devices.			Selecting and	
		(Feet 1)	Samaritan.				creating longer	
		*Pupils can consolidate	Answer				sequences of	
		their ability to	questions such				appropriate sounds with	
		dribble the ball	as what would				voices or	
		keeping	it be like if				instruments to	
		control and	everyone				represent a	
		moving into	followed the				given idea or	
		spaces.	golden rule?				character.	
		*Pupils	Describe				Choosing	
		develop their	different ideas				appropriate	
		ability to pass	about what				dynamics,	
		the ball	God might be				tempo and	
		accurately.	like from				timbre for a	
			reading the				piece of music.	
		*Pupils will	creation story.				Heing latter	
		demonstrate developing	Share their				Using letter name and	
		concentration	own creative				graphic	
		skills as they	ideas about				notation to	
		focus on the	what the				represent the	
		target, their	creation story				details of their	
		partner and	says about				composition.	
		the ball.	God.					
		1					<u> </u>	

					Using their	
	Year 1&2:				voices	
	Dance				expressively	
	(Heroes)				when singing,	
	*Pupils can				including the	
	move in relation to the				use of basic dynamics (loud	
	music and				and quiet).	
	respond with				Singing short	
	appropriate				songs from	
	movements				memory, with	
	and actions.				melodic and	
	*Dunila and				rhythmic	
	*Pupils can ensure their				accuracy.	
	movements				Copying longer	
	are big and				rhythmic	
	clear.				patterns on	
					untuned	
	*Pupils				percussion	
	develop their curiosity and				instruments, keeping a	
	imagination as				steady pulse.	
	they				TITLE, Palse.	
	demonstrate				Performing	
	appropriate	1			expressively	
	ideas for				using dynamics	
	moving.				and timbre to	
	•				alter sounds as appropriate.	
	&				арргорпасс.	
	Ball Skills					
	(Feet 1, Year 1					
	Planning)					
	*Pupils can					
	dribble the ball keeping					
	control and					
	moving into					
	spaces.					
	*Pupils can					
	pass the ball					
	accurately to a partner.					
	partner					
	*Ch. Can focus					
	on the target,					
	their partner					
	and the ball.					
	Year 2:					
	Dance					
	(Explorers)	1				
	*Pupils can					
	respond to the music with	1				
	appropriate	1				
	movements					
	and actions,	1				
	using their	1				
	whole body,					
	ensuring their					
	movements are big and	1				
	clear.					
	*Ch. can	1				
	create a dance					
	motif linked to					
	a variety of characters.	1				
	characters.					
	*Children					
	apply	1				
	'Champion					
	dancer'	1				
	moves- can move with	1				
1	HIOVE WILL	1	1	1	1	

control,			
respond to the			
rhythm and			
move in			
relation to the			
music.			
Ball Skills			
(Feet 1, Year 2			
plan)			
*Pupils can			
apply their			
passing and			
dribbling skills			
to keep			
possession and			
score a point.			
*Ch. can work			
collaboratively			
together with			
a partner or a			
small team.			



Year 3 and 4 (Cycle A)

Spring 1st half term

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Ancient Greek	States of	Indoor:	Why is Jesus	Photo Editing	DT -	Dreams and	Changes in	tbc	See the
Art and	Matter	Dance (Wild	inspiring to		Mechanisms	Goals	Pitch, Tempo		Trip Planner
Culture		Animals)	some people?		Pneumatic		and Dynamics		document:
		*Ch. can	(Believing)	Recognise that	Toys				
	Compare and	respond to		digital images		Evaluate my	Recognising		<u>Trip</u>
Know how the	group	stimuli,	Connect the	can be	Know how to	own learning	the use and		Planner.docx
Ancient Greeks developed	materials	creating dance	story of the unforgiving	manipulated.	use diagrams	process and identify how it	development of motifs in		
new styles of	together, according to	sequences with a partner	servant with		to explain	can be better	music.		
architecture,	whether they	in character.	an example of	Recognise that	ideas clearly.	next time.	music.		
sculpture and	are solids,	iii ciiai acceii	Christian life	images can be	Understand	Treat carrier	Identifying		
theatre.	liquids or	*Children can	or action.	changed for	Understand how	Share my	gradual		
	gases.	link dance		different	pneumatic	success with	dynamic and		
Understand		actions to	Connect the	purposes.	systems work.	others and	tempo changes		
how the	Observe that	make short	story of the		Systems from	know how to	within a piece		
Greeks have	some	creative	feeding of the	Change the	Create a	store my	of music.		
influenced	materials	dances when	5000 with an	composition of	moving toy	feelings of			
modern art,	change state	working with a	example of	an image.	that depicts a	success in my	Recognising		
architecture and theatre.	when they are heated or	partner or in a	Christian life or action.	Apply a change	creature from	internal treasure chest.	and discussing the stylistic		
and theatte.	cooled, and	small group (applying a	or action.	globally	Greek	a casure triest.	features of		
Learn what	measure or	broad range of	Define clearly	(colours/ fiters)	mythology.		different		
happened at	research the	movement	and illustrate	,, ,,,			genres, styles		
the end of the	temperature	skills).	key Christian	Apply changes			and traditions		
Greek era.	at which this	·	terms by	locally			of music using		
	happens in	*Children can	referring to	(retouch).			musical		
	degrees	use a range of	events from				vocabulary.		
	Celsius (°C).	expressive	Holy Week and	Make additions			Recognising,		
		language to	Easter.	to a photo.			naming and		
	Identify the	describe	Describe how				explaining the effect of		
	part played by evaporation	dance.	Describe how and why				interrelated		
	and	* Children can	Christians				dimensions of		
	condensation	recognize	celebrate Palm				music.		
	in the water	unison and	Sunday,				···usici		
	cycle and	canon.	Maundy				Identifying		
	associate the		Thursday,				scaled		
	rate of	* Children can	Good Friday				dynamics		
	evaporation	perform	and Easter				(crescendo/de		
	with	dances using a	day.				crescendo)		
	temperature.	range of					within a piece		
		movement	Identify the				of music.		
		patterns.	most important				Using musical		
		And	parts of Easter				vocabulary to		
		Ally	for Christians				discuss the		
		Invasion	and say why				purpose of a		
		Games	they are				piece of music.		
		(Football)	important.						
							Using musical		
		*Pupils					vocabulary		
		develop their					when		
		passing,					discussing		
		moving and dribbling skills					improvements		
		to outwit their					to their own and others'		
		opponents and					work.		
		keep					WOIR.		
		possession of					Composing a		
		the ball.					coherent piece		
							of music in a		
		*Pupils can					given style		
		apply an					with voices,		
		understanding					bodies and	1	
		of where,					instruments.		
		when and why						1	
		we pass, move			İ		İ	1	

F	and distribute to	T		1	Designation	
	and dribble in order to score				Beginning to improvise	
	points against				musically	
	another team.				within a given	
	another team.				style.	
	Years 3&4				Sty.c.	
	Invasion				Developing	
	Games				melodies using	
	(Basketball)				rhythmic	
	*Children				variation,	
	develop their				transposition,	
	passing (chest,				inversion and	
	bounce pass),				looping.	
	moving,					
	dribbling and				Using letter	
	shooting skills to outwit their				name, graphic and rhythmic	
	opponents and				notation and	
	keep				musical	
	possession of				vocabulary to	
	the ball and				label and	
	score.				record their	
					compositions	
	*Ch. show					
	understanding				. Singing longer	
	of where,				songs in a	
	when and why				variety of	
	to pass,				musical styles	
	dribble and				from memory,	
	score.				with accuracy, control,	
	*Ch. start to				fluency and a	
	combine				developing	
	dribbling and				sense of	
	passing in				expression	
	order to find				including	
	space.				control of	
					subtle dynamic	
	Dance				changes.	
	(Weather)					
	*Pupils ensure				Singing and	
	that their				playing in time	
	movements are big and				with peers with accuracy	
	clear, they				and awareness	
	perform with				of their part in	
	expression and				the group	
	emotion as				performance	
	they tell a				•	
	story.					
	*Pupils					
	understand					
	what makes an					
	'excellent					
	dance'- stage presence,					
	timing, rhythm					
	and sustaining					
	character.					
	2.10.000.					
	*Pupils apply					
	creativity as					
	they try a					
	range of					
	movement					
	options.					
	*01.11.1					
	*Children cooperate and					
	encourage					
	each other as					
	they work					
	successfully					
	with their					
	partner to					
	execute their					
	sequences in					
	unison.					
1		i I	I	1		I

Year 4:			
OAA			
(Orienteering			
and team			
building and			
problem- solving			
activities			
(indoors and			
non-pitch			
areas):			
*Children			
know how to			
use maps, plans, and			
pictures to			
orientate			
themselves			
and travel			
around a			
simple course.			
*CL:!			
*Children can work			
increasingly			
cooperatively			
with others.			
* Children are			
able to show			
initiative when			
working in a			
group.			
And			
Basketball			
*Ch. refine			
passing and			
receiving.			
*Ch.			
understand			
basic			
principles of			
defending and			
know what it			
means to mark			
a player.			
*Pupils apply a			
secure			
understanding			
of passing,			
moving,			
dribbling and			
shooting to			
score points against			
another			
team.			
*Ch. can			
successfully			
rally.			



Years 3 and 4 (Cycle B)

Spring 1st half term

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Map it!	Forces and	Indoor:	Why do	Animation	DT –	Dreams and	Changes in	By the end of	See the
(Europe)	Magnets	Dance (Wild	people pray?		Structures	Goals	Pitch, Tempo	2024.25	Trip Plann
		Animals)	(Expressing)	Set-up a device	Magnet		and Dynamics		documer
Use globes,	Compare how	*Ch. can	Christians,	for stop-frame	Fishing Games			Listening skill:	
atlases and	things move	respond to	Hindus and	animation.	i ioning curres	Know how to	Recognising	Most learners	Trip
digital maps	on different	stimuli,	Muslims		Know how to	make a new	the use and	can	Planner.d
	surfaces.	creating dance		Capture a series	safely use	plan and set	development	understand	
Understand		sequences	Describe ways	of images.	tools such as	new goals	of motifs in	and respond to	
that globes,	Notice that	with a partner	Christians		saws and glue	even if I have	music.	familiar	
atlases and	some forces	in character.	pray, including	Use tools to	guns.	been		spoken words,	
digital maps	need contact		using the	review subject		disappointed.	Identifying		
give us	between two	*Children can	Lord's Prayer.	position ('onion	Understand		gradual	phrases and	
different	objects, but	link dance		skinning').	how to use	Know what it	dynamic and	sentences.	
information	magnetic	actions to	Describe ways		design criteria	means to be	tempo changes	They	
	forces can act	make short	Muslims pray,	Move a subject	to check the	resilient and to	within a piece	understand	
Name some	at a distance.	creative	including how	between	success of a	have a positive	of music.	basic	
countries,	Observa have	dances when	they use the	captures.	project.	attitude	D i . i	classroom	
capital cities,	Observe how	working with a	First Surah of	Dlay back a			Recognising	instructions.	
rivers and mountain	magnets	partner or in a	the Holy	Play back a seguence of	Create a fun		and discussing the stylistic	Most learners	
ranges in	attract or repel each other and	small group (applying a	Qur'an.	images to	and		features of	should be able	
Europe	attract some	broad range of	Describe ways	review.	educational		different	to hear and	
Lurope	materials and	movement	Hindus pray	review.	magnet game.		genres, styles	learn about	
Explain the	not others.	skills).	and worship,	Remove			and traditions	the different	
difference	not others.	SKIIIS).	including using	images.			of music using	sounds in	
between	Compare and	*Children can	the Gayatri	iiiages.			musical	French.	
human and	group together	use a range of	Mantra.	Add sound			vocabulary.		
physical	a variety of	expressive		effects.			Recognising,	Speaking skill:	
geography	everyday	language to	Make	Circusi			naming and	Most learners	
88	materials on	describe	connections	Add text for			explaining the	can	
	the basis of	dance.	between what	scenes,			effect of	communicate	
	whether they		Christians,	captions,			interrelated	with simple	
	are attracted	* Children can	Muslims and	credits etc.			dimensions of	•	
	to a magnet,	recognize	Hindus believe				music.	questions and	
	and identify	unison and	about prayer	Playback a film.				phrases using	
	some magnetic	canon.	and what they				Identifying	correct	
	materials.		do when they	Export a film.			scaled	pronunciation.	
		* Children can	pray.				dynamics	They can also	
	Describe	perform					(crescendo/de	enjoy and sing	
	magnets as	dances using a	Describe ways				crescendo)	some French	
	having two	range of	in which				within a piece	songs. In the	
	poles.	movement	prayer can				of music.	reading skill,	
		patterns.	comfort and					most learners	
	Predict		challenge		1		Using musical	can recognise	
	whether two	And	believers.				vocabulary to	and	
	magnets will	l					discuss the	understand	
	attract or repel	Invasion	Describe				purpose of a	some familiar	
	each other,	Games	similarities &				piece of music.	words and	
	depending on	(Football)	differences				Heing musics!	phrases in	
	which poles	*Dunile	between how Christians,		1		Using musical vocabulary	written form.	
	are facing.	*Pupils develop their	Muslims and		1		when	They are	
		passing,	Hindus pray.				discussing	generally	
	1	moving and	riiiluus pray.		1		improvements	confident in	
	1	dribbling skills	1		1		to their own	reading aloud,	
	1	to outwit their	1		1		and others'	and in using	
		opponents and					work.	reference	
		keep					WOIK.		
		possession of					Composing a	materials.	
		the ball.					coherent piece		
		ce buil.					of music in a	Writing skill:	
	1	*Pupils can	1		1		given style	Most learners	
	1	apply an	1		1		with voices,	can write some	
	1	understanding	1		1		bodies and	familiar simple	
	1	of where,	1		1		instruments.	sentences and	



words using a when and why Beginning to we pass, move model and and dribble in improvise write some order to score musically familiar words points against within a given from memory. another team. style. Intercultural Years 3&4 Developing skill: Invasion melodies using Most learners Games rhvthmic can talk about (Basketball) variation, some *Children transposition, celebrations/tr develop their inversion and aditions and passing (chest, looping. compare bounce pass), aspects of moving, Using letter everyday life at dribbling and name, graphic home and shooting skills and rhythmic abroad. They to outwit their notation and can also opponents and musical identify keep vocabulary to similarities in possession of label and traditional the ball and record their stories/songs. score. compositions *Ch. show . Singing longer understanding songs in a of where. variety of when and why musical styles to pass. from memory. dribble and with accuracy, score. control, fluency and a *Ch. start to developing combine sense of dribbling and expression passing in including order to find control of subtle dynamic space. changes. Dance (Weather) Singing and *Pupils ensure playing in time that their with peers movements with accuracy are big and and awareness of their part in clear, they perform with the group expression and performance emotion as they tell a story. *Pupils understand what makes an 'excellent dance'- stage presence, timing, rhythm and sustaining character. *Pupils apply creativity as they try a range of movement options. *Children cooperate and encourage each other as they work successfully with their partner to execute their sequences in

	Year 4:				
	OAA				
	(Orienteering				
	and team				
	building and				
	problem-				
	solving activities				
	(indoors and				
	non-pitch				
	areas):				
	*Children				
	know how to				
	use maps,				
	plans, and				
	pictures to				
	orientate				
	themselves				
	and travel				
	around a				
	simple course.				
	*Children can				
	work				
	increasingly				
	cooperatively				
	with others.				
	* Children are				
	able to show				
	initiative when				
	working in a				
	group.				
	вгоир.				
	And				
	Basketball				
	*Ch. refine				
	passing and				
	receiving.				
	*Ch.				
	understand				
	basic				
	principles of				
	defending and				
	know what it				
	means to mark				
	a player.				
	*Pupils apply a				
	secure				
	understanding				
	of passing,				
	moving,				
	dribbling and				
	shooting to				
	score points				
	against				
	another				
	team.				
	*Ch. can				
	successfully				
	rally.				



Years 5 and 6 (Cycle A)

Spring 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
The Vikings	Forces	Year 5: Invasion	What Does It Mean to be a	Dragons' Den Presentation	DT- Stuffed Toys	Dreams and Goals	South and West Africa	tbc	See the Trip Planner
Understand	Identify forces	Games	Muslim	(Year 5)					document:
the impact of	as pushes and	(Basketball)	Today?	Webpage	Know that it is	Year 5:	Sing using the		
the Viking era	pulls.	*Children		Creation	easier to finish	Describe the	correct		Trip
on Britain	Evalaia gravitu	understand	Make	Add tout to a	simpler	dreams and	pronunciation		<u>Planner.docx</u>
today.	Explain gravity as a force that	and demonstrate a	connections between	Add text to a web page	designs to a high standard.	goals of a young person	and with increasing		
	pulls objects	range of	Muslim	web page	riigii stanuaru.	in a culture	confidence.		
	down.	controlled	practice and	Set the style of	Use a whip and	different from	connactice.		
Gain		passing,	the 5 pillars	text on a web	running stitch	mine and can	Play a chord		
understanding	Identify Isaac	receiving,	and their	page	to join fabric.	reflect on how	with two		
of how	Newton's	dribbling,	beliefs about			these relate to	notes,		
historical	discoveries.	shooting skills	God and the	Embed media in	Create a 3D	my own.	remaining in		
sources can		when playing	prophet	a web page.	soft toy from a		time.		
shape our	Explain the	an invasion	Muhammad		2D design.	Year 6:			
impression of a	effects of	game	(PBUH).	Insert		Describe some	Maintain their		
civilization.	friction, including air	(basketball).	Describe and	hyperlinks to another site.		ways in which I can work with	part in a performance		
	and water	*Children	reflect on the	another site.		other people	with accuracy.		
	resistance, on	know and	significance of	Preview a web		to help make	with accuracy.		
Answer key	moving	understand	the Holy	page (for		the world a	Play the more		
question with	objects.	the positions	Qur'an to	different screen		better place.	complicated		
details from	•	they play and	Muslims.	size).		·	rhythms in		
the unit of	Identify	identify and				Identify why I	time and with		
work.	different	show specific	Offer my views	Programming		am motivated	rests.		
	mechanism.	attacking and	and ideas on	Variables (Year		to do this.			
		defending	the value and	6)			Create an eight		
		skills: marking	importance of	Identify a			beat break and		
		a player or a	fasting, charity and	variable in an existing			play this in the correct place.		
		space, intercepting,	celebrations in	program.			correct place.		
		dodging,	the life of a	ргодгант.					
		moving into	Muslim.	Experiment					
		space,		with the value					
		shooting.		of an existing					
				variable.					
		*Children							
		work as a		Choose a name					
		team and		that identifies					
		follow basic rules of		the role of a variable to					
		basketball.		make it more					
		basketball.		useable (to					
		&		humans).					
		Dance		,					
		(The Circus)		Decide where in					
		*Children can		a program to					
		explore,		set a variable.					
		improvise and							
		choose		Use a variable					
		appropriate actions to		in a conditional statement to					
		create a dance		control the flow					
		motif, moving		of a program.					
		with		2. 2 p. 08. 0					
		expression and		Use the same					
		creativity,		variable in					
		showing flow,		more than one					
		change of		location in a					
		levels and		program.					
		dynamics.							
		*Child							
		*Children can make their							
		movement big,		1		1			L

	clear and		1		1		
	exaggerated.						
	CAUGGETUTEU.						
	*Children can						
	create and						
	perform a						
	dance						
	sequence with						
	a partner						
	(moving in						
	unison and						
	canon).						
	*01.11						
	*Children						
	appreciate						
	ideas of others						
	and can make						
	improvements						
	to their						
	performance.						
	Year 5 & 6:						
	Gymnastics						
	(Counter-						
	Balance and						
	Counter-						
	Tension)						
	*Children						
	show						
	understanding						
	and can						
	identify						
	counter-						
	balance and						
	counter-						
	tension.						
	* Children can						
	demonstrate						
	counter-						
	balance and						
	counter-						
	tension						
	balances in						
	two's showing						
	changes in						
	shape, level,						
	body parts						
	used and in						
	contact.						
	contact.						
	*Children can						
	work in pairs						
	to construct,						
	practise,						
	evaluate and						
	improve the						
	composition						
	and quality of						
	their						
	gymnastics						
	sequence.						
	*61.31						
	*Children can						
	adapt and						
	transfer a						
	sequence onto						
	apparatus.						
	*Children can						
	determine						
	judging criteria						
	for a						
	gymnastic						
	performance						
		Î.	i .	i .	Ī	I	I
	with a team of						
	with a team of judges and use						

	to feedback on					
	the					
	performances					
	of others.					
	And					
	Invasion					
	Games (Tag					
	Rugby)					
	*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).					
	F/-					
	*Ch. Can					
	create and					
	apply					
	defensive					
	tactics.					
	* Ch					
	* Ch. can					
	switch fluidly between					
	attack and					
	defence as					
	possession					
	changes.					
	*Ch.					
	understand					
	when and why					
	to apply					
	certain skills.					
	Year 6:					
	Swimming					
	And					
	Gymnastics-					
	(Counterbalan					
	ce and					
	counter tension)					
	tension)					
	Children show					
	understanding					
	and can					
	identify					
	counter-					
	balance and					
	counter-					
	tension.					
	* Children con					
	* Children can demonstrate					
	counter-					
	balance and					
	counter-					
	tension					
	balances in					
	two's showing					
	changes in					
	shape, level,					
	body parts					
	used and in					
	contact.					
1	<u> </u>	1	1	1	1	1

*Children can			
work in pairs			
to construct,			
practise,			
evaluate and			
improve the			
composition			
and quality of			
their			
gymnastics			
sequence.			
*Children can			
adapt and			
transfer a			
sequence onto			
apparatus.			
*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.			



Years 5 and 6 (Cycle B)

Spring 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
The Kingdom	Animals inc.	Year 5:	Green Religion	Year 5 –	DT Food	Dreams and	Changes in	By the end of	See the
The Kingdom of Benin	Humans	Invasion	- How And	Dragon's Den	Technology	Goals	Pitch, Tempo	2024.25	Trip Planner
Of Bellill		Games	Why Should	project with	Come Dine	200.0	and Dynamics		document:
	Identify and	(Basketball)	Religious	Sway, Flipgrid,	With Me	Year 5:	,	Listening skill:	
	name the main	*Children	Communities	Forms Programme	(Meal	Describe the	Recognising	Most learners	
	parts of the	understand	Do More To	<mark>Webpage</mark>	planning)	dreams and	the use and	understand	
	human	and	Care For The	Creation	p	goals of a	development	the main	
	circulatory	demonstrate a	Earth?			young person	of motifs in	points and	Trip
	system, and describe the	range of controlled	Make connections	Add text to a	Know how to	in a culture different from	music.	some of the detail from a	Planner.docx
	functions of	passing,	between	web page	work safely	mine and can	Identifying	spoken	
	the heart,	receiving,	beliefs about	Set the style of	with knives	reflect on how	gradual	passage made	
	blood vessels	dribbling,	the earth and	text on a web	and raw	these relate to	dynamic and	up of familiar	
	and blood.	shooting skills	activist	page	ingredients.	my own.	tempo changes	language in	
		when playing	behaviour in				within a piece	simple	
	Recognise the	an invasion	religions.	Embed media in	Understand	Year 6:	of music.	sentences.	
	impact of diet,	game	Describe the	a web page.	the journey of	Describe some		They have the	
	exercise, drugs	(basketball).	teaching of		everyday	ways in which I	Recognising	confidence to	
	and lifestyle on	*Children	two or more	Insert	foods.	can work with	and discussing	listen to longer	
	the way their bodies	*Children know and	religions about the natural	hyperlinks to another site.	Create safe	other people to help make	the stylistic features of	texts that contain	
	function.	understand	world.	another site.	and delicious	the world a	different	familiar	
		the positions	Discuss and	Preview a web	dishes to share	better place.	genres, styles	language and	
	Describe the	they play and	apply ideas	page (for	with their		and traditions	pick out some	
	ways in which	identify and	from Islam	different screen	classmates.	Identify why I	of music using	key points.	
	nutrients and	show specific	such as 'khalif'	size).		am motivated	musical	They can	
	water are	attacking and	or 'corruption'			to do this.	vocabulary.	identify	
	transported	defending	to green				Recognising,	specific sounds	
	within animals,	skills: marking	issues.	V C			naming and	in familiar and	
	including humans.	a player or a space,	Discuss and apply ideas	Year 6 – Programming:			explaining the effect of	unfamiliar words. Most	
	numans.	intercepting,	from	Physical			interrelated	learners	
	(Year 5s must	dodging,	Christianity	Computing			dimensions of	understand	
	cover SRE in	moving into	such as				music.	and follow a	
	addition)	space,	stewardship	Experiment				range of	
	Describe the	shooting.	and the Fall of	with a 'repeat			Identifying	classroom	
	changes as		Humanity to	until' loop.			scaled	instructions.	
	humans	*Children	green issues.	100			dynamics	6 1: 1:11	
	develop to old	work as a team and	Discuss and apply ideas	Use a condition in an 'ifthen'			(crescendo/de crescendo)	Speaking skill: Most learners	
	age.	follow basic	from Judaism	statements to			within a piece	take part in a	
		rules of	such as	produce a given			of music.	simple	
		basketball.	'healing the	outcome.				conversation	
			world' and the				Using musical	using familiar	
		&	new year for	Show that a			vocabulary to	structures and	
		Dance	trees, Tu	condition can			discuss the	vocabulary and	
		(The Circus)	B'shevat.	switch program			purpose of a	express their	
		*Children can	Discuss and apply Hindu	flow in one of			piece of music.	opinions. Most	
		explore, improvise and	apply Hindu ideas such as	two ways.			Using musical	learners can make a short	
		choose	the	Use a condition			vocabulary	presentation	
		appropriate	concept of	in an			when	using a model.	
		actions to	goddess	'ifthenelse			discussing	Their	
		create a dance	Bhumi,	' statement to			improvements	pronunciation	
		motif, moving	Mother Earth	produce given			to their own	and intonation	
		with	and ahimsa,	outcomes			and others'	should be	
		expression and	harmlessness,				work.	more accurate.	
		creativity, showing flow,	to green issues.				Composing a	Most learners will use simple	
		change of	Understand				coherent piece	conjunctions	
		levels and	the challenges				of music in a	to build more	
		dynamics.	facing the				given style	complex	
			planet and				with voices,	sentences and	
		*Children can	responses				bodies and	present	
		make their	from different				instruments.	information to	
	l	movement big,	religions.			<u> </u>	<u> </u>	others. They	

	clear and	Explain		Beginning to	can perform a	
	exaggerated.	examples of		improvise	role-play with	
	exaggerated.	green Issues.		musically	confidence and	
	*Children can	Link the green		within a given	with accuracy.	
	create and	issues with		style.		
	perform a	views of the			Reading skill:	
	dance	planet from		Developing	Most learners	
	sequence with	within		melodies using	can read and	
	a partner	religions.		rhythmic	understand	
	(moving in	 Weigh up 		variation,	some of the	
	unison and	responses of		transposition,	main points	
	canon).	religions are		inversion and	from short	
		making to		looping.	texts in	
	*Children	challenging			familiar	
	appreciate	green		Using letter	context.	
	ideas of others	Discuss and		name, graphic	They develop	
	and can make	describe their		and rhythmic	their reading	
	improvements	own and		notation and	skills by re-	
	to their	others' ideas		musical	reading a	
	performance.	about the		vocabulary to	range of short	
		kinds of		label and	texts.	
		collaboration,		record their		
	"	activism and		compositions	Writing skill:	
	Year 5 & 6:	commitment		Cinata I	Most learners	
]	Gymnastics	needed to		. Singing longer	write a few	
	(Counter-	'save the		songs in a	sentences	
	Balance and Counter-	Earth'. Recognise that		variety of musical styles	using a model on a familiar	
		-		,		
	Tension) *Children	there are different		from memory, with accuracy,	topic, adapting language that	
	show	points of view		control,	they have	
	understanding	about how we		fluency and a	already learnt.	
	and can	respond to		developing	They	
	identify	climate change		sense of	understand	
	counter-	issues.		expression	how a simple	
	balance and	Express ideas		including	sentence is	
	counter-	about how		control of	written and	
	tension.	religious		subtle dynamic	begin to use	
		communities		changes.	pronouns and	
	* Children can	can			adjectives that	
	demonstrate	contribute.		Singing and	change with	
	counter-			playing in time	gender.	
	balance and			with peers	Children revisit	
	counter-			with accuracy	and	
	tension			and awareness	consolidate	
	balances in			of their part in	words and	
	two's showing			the group	structures	
	changes in			performance	learnt	
	shape, level,				previously, and	
	body parts				build on this	
	used and in				prior learning.	
	contact.				They can use a	
	*Children				dictionary to	
	*Children can work in pairs				check the spelling of	
	to construct,				words.	
	practise,				words.	
	evaluate and				Intercultural	
	improve the				skill:	
	composition				Most learners	
	and quality of				can talk about	
	their				the	
	gymnastics				country/countr	
	sequence.				ies where the	
					language is	
	*Children can				spoken.	
	adapt and					
	transfer a					
	sequence onto					
	apparatus.					
	*Children can					
	determine					
	judging criteria					
	for a					
	gymnastic					
	performance					
	with a team of					
	judges and use					
	those criteria				1	1

to feedback on	
the the	
performances	
of others.	
And	
Invasion	
Games (Tag	
Rugby)	
*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).	
*Ch. Can	
create and apply	
defensive	
tactics.	
* Ch. can	
switch fluidly between	
attack and	
defence as	
possession	
changes.	
*Ch. understand	
when and why	
to apply	
certain skills.	
Year 6: Swimming	
Swimming	
And	
Gymnastics-	
(Counterbalan	
ce and counter	
tension)	
Children show Children show	
understanding	
and can	
identify counter-	
balance and	
counter-	
tension.	
* Children can	
demonstrate counter-	
balance and	
counter-	
tension	
balances in	
two's showing	
changes in shape, level,	
body parts	
used and in	
	1
contact.	

*Children can			
work in pairs			
to construct,			
practise,			
evaluate and			
improve the			
composition			
and quality of			
their			
gymnastics			
sequence.			
*Children can			
adapt and			
transfer a			
sequence onto			
apparatus.			
*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.			



Spring 2nd Half Term End Points



Years 1 and 2 (Cycle A)

***				Spring 2	man te			
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips / Visitors
Focus country – China	Seasonal Change Winter-Spring	Year 1: Dance (Growing)	How and Why Do We Celebrate	Grouping Data Identify some	DT – Engineering Moving	Healthy Me Year 1	Fairytales – Timbre and Rhythmic	See the Trip Planner document:
Know Beijing	(Year 1 and	*Children can	Special and	attributes of an	Vehicles	Say why I think	Patterns	document.
and London	Year 2)	respond to	Sacred Times	object	(Primary	my body is		Trip
are capital		different			Engineer)	amazing and	Chant the well-	Planner.docx
cities.	Observe	stimuli	Identify some	Collect simple		can identify	known phrase,	
	changes across	(stories,	ways	data.	Know how to	some ways to	"I'll huff"	
	Spring and	poetry, music,	Christians		use jigs and	keep it safe		
elatak	Summer.	and event)	celebrate	Add data to a	handtools for	and healthy.	Make changes	
Explain why climate is	Observe and	with a range of actions.	Easter and	table or simple	safe, accurate cuts.	Recognise how	to their voices to represent a	
different in	describe	actions.	some ways Muslims	graph using a given format.	cuts.	being healthy	character.	
Beijing and	weather	*Pupils can	celebrate Eid	given format.	Describe how	helps me to	character.	
London.	associated	move in	cerebrate zia	Show that	their design	feel happy.	Choose a	
	with the	relation to the		collected data	will appeal to		suitable sound	
	seasons and	music and		can be counted.	their client.	Year 2:	to represent a	
	how day	respond with	Give examples			Make some	specific point	
Describe the	length varies.	appropriate	of what people	Describe the	Create a	healthy snacks	in a story.	
similarities and		movements	do, give, sing,	properties of an	moving vehicle	and explain		
differences		and actions.	remember or	object.	with safety	why they are	Play a	
between	The	* "	think about at	CI.	features.	good for my	rhythmic	
Beijing and	Environment	*Pupils can	the religious	Choose an		body.	pattern along	
London.	(Year 2) –	ensure their	celebrations	attribute to		Everage have?	with their	
	check?	movements are big and		group object		Express how it feels to share	spoken words.	
	Understand	clear.		by.		healthy food	Identify and	
	some of the	ciear.	Re-tell stories	Group objects		with my	hold up the	
	ways our	*Pupils	connected	to answer		friends,	correct sign to	
	environment is	develop their	with Easter	questions.		menas,	correspond to	
	changing and	curiosity and	and say why	questionsi			some music.	
	how we can	imagination as	these are	Explain that				
	have a positive	they	important to	objects can be			Play/chant	
	impact on our	demonstrate	believers	grouped by			along with the	
	world	appropriate		similarities/attri			elements of a	
		ideas for		butes.			story with	
	Carry out	moving.					prompting	
	simple tests,			Describe a			from the	
	using	&		group of obects			teacher.	
	measuring	Ball Skills		(based on				
	equipment and	(Hands 2)		commonality).				
	surveys	*Pupils can send a ball						
	 Record and 	towards a						
	communicate	target,						
	findings from	applying the						
	research and	correct						
	simple tests to	technique.						
	share with							
	others	* Pupils can						
		aim carefully						
		in order to						
		score a point						
		to beat an						
		opponent.						
		* Pupils						
		develop their						
		concentration						
		skills as they						
		focus on the						
		target, their						
		partner and						
		the ball.						
		Year 1&2:						
l								
		Dance (The						

*Pupils can			
move in			
relation to the			
music and			
respond with			
appropriate			
movements			
and actions to the rhythm.			
the mythin.			
*Children can			
choose and			
link actions to			
make short			
dance			
phrases.			
* 61.11.1			
* Children can work with a			
partner,			
exploring			
relationship to			
movements of			
their partner.			
&			
Ball Skills			
(Hands 1 from			
Year 2 Plans)			
*Pupils can dribble a ball,			
pass and move			
with			
developing			
accuracy.			
*Ch. Can			
combine the			
above skills to score points.			
score points.			
*Pupils can			
focus on their			
partner and			
team			
members,			
developing an			
understanding			
of the consequences			
in a game			
when mistakes			
are made.			
*Ch. work			
collaboratively			
together			
Year 2:			
Dance			
(Growing)			
Pupils can			
respond to the			
music with			
appropriate movements			
and actions,			
using their			
whole body,			
ensuring their			
movements			
are big and			
clear.			

*Ch. can create a dance			
sequence in			
response to a			
stimulus.			

*Ch. can choose the dance actions that they perform in relation to their partner. *Children start to give feedback to others following their performances.			
And			
Ball Skills (Year 2; Hands 2)			
*Pupils can throw accurately underarm and execute a developing understanding of overarm throwing to beat an opponent.			
*Pupils can work collaboratively together with a partner or team.			
*Ch. understand consequences when mistakes are made in a game			



Years 1 and 2 (Cycle B)

***	<u> </u>			Spring 2	lian te			
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	Trips / Visitors
Where do	Check -	Year 1:	How And	Pictograms	Art -	Healthy Me	On this	See the
we live?	Seasonal	Dance	Why Do We			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	island:	Trip Planner
we live:	Change	(Growing)	Celebrate	show I can	Contempora	Year 1	British songs	document:
		*Children can			ry Artists		_	document:
	Winter-	respond to	Special And	enter data		Say why I	and sounds	
	Spring (Year	different	Sacred	onto a		think my		<u>Trip</u>
	1 and Year 2)	stimuli	Times?	computer		body is	Listening to	<u>Planner.docx</u>
	Living Things	(stories,	(To be timed			amazing and	and	
	& Habitats	poetry, music,	according to	Recognise		can identify	recognising	
	(Year 2)	and event)	Christian/	that people,		some ways	instrumentat	
	(with a range of	Jewish	animals and		to keep it	ion.	
		actions.	(Expressing)	objects can		safe and	1011.	
			(Expressing)	be described			Doginaing to	
		*Pupils can	December 2			healthy.	Beginning to	
		move in	Describe	by attributes			use musical	
		relation to the	how a			Recognise	vocabulary	
		music and	festival is	Use a		how being	to describe	
		respond with	celebrated.	computer to		healthy	music.	
		appropriate		view data		helps me to		
		movements	Identify	in different		feel happy.	Selecting and	
		and actions.	some ways	formats.		- 1-1-7	creating	
		*Dunils con	Christians			Year 2:	longer	
		*Pupils can ensure their	celebrate	Use		Make some	sequences of	
		movements					1	
		are big and	Easter.	pictograms to		healthy	appropriate	
		clear.		answer		snacks and	sounds with	
		cicar.	Describe	single-		explain why	voices or	
		*Pupils	what	attribute		they are	instruments	
		develop their	happens and	questions.		good for my	to represent	
		curiosity and	what is being			body.	a given idea	
		imagination as	celebrated at	Use a			or character.	
		they	Eid-ul Fitr.	computer to		Express how		
		demonstrate		answer		it feels to	Successfully	
		appropriate	Describe	comparison		share	combining	
		ideas for	what	questions		healthy food	and layering	
		moving.		· ·		with my	several	
			happens	(graphs,		•	instrumental	
		&	during	tables).		friends,		
		Ball Skills	Ramadan.				and vocal	
		(Hands 2)					patterns	
		*Pupils can	Retell stories				within a	
		send a ball towards a	connected				given	
		target,	with Easter				structure.	
		applying the	and say why					
		correct	these are				Choosing	
		technique.	important to				appropriate	
			Christians.				dynamics,	
		* Pupils can	2200.00				tempo and	
		aim carefully	Consider				timbre for a	
		in order to					piece of	
		score a point	questions					
		to beat an	such as how				music.	
		opponent.	might these					
			foods help				Using their	
		* Pupils	people				voices	
		develop their	remember				expressively	
		concentration	this festival?				when	
		skills as they					singing,	
		focus on the	Think of				including the	
		target, their partner and	reasons why				use of basic	
		the ball.	some people				dynamics	
		and built	choose to				(loud and	
			choose to					
				l			quiet).	

	Year 1&2:	fast during				
	Dance (The	Ramadan.			Singing short	
	Zoo)				songs from	
	*Pupils can	Suggest why				
	move in				memory,	
	relation to the	some people			with melodic	
	music and	like to			and rhythmic	
	respond with	celebrate			accuracy.	
	appropriate	important				
	movements	events.			Performing	
	and actions to				expressively	
	the rhythm.	Give reasons			using	
					_	
	*Children can	why some			dynamics	
	choose and	people use			and timbre	
	link actions to	music in			to alter	
	make short	celebrations.			sounds as	
	dance				appropriate.	
	phrases.	Describe the				
		link between				
	* Children can	Easter				
	work with a	artefacts and				
	partner,					
	exploring	the story and				
	relationship to movements of	celebration				
		of Easter				
	their partner.	events.				
	&					
	Ball Skills	Describe the				
	(Hands 1 from	link between				
	Year 2 Plans)	a selection				
	*Pupils can	of Pesach				
	dribble a ball,	symbol.				
	pass and move	Syllibol.				
	with					
	developing					
	accuracy.					
	*Ch. Can					
	combine the					
	above skills to					
	score points.					
	*Pupils can					
	focus on their					
	partner and					
	team					
	members,					
	developing an					
	understanding					
	of the					
	consequences					
	in a game when mistakes					
	are made.					
	are made.					
	*Ch. work					
	collaboratively					
	together					
	Year 2:					
	Dance					
	(Growing)					
	Pupils can					
	respond to the					
	music with					
	appropriate					
	movements					
	and actions,					
	using their					
	whole body,					
	ensuring their					
	movements					
	are big and clear.					
	ciedi.					
	*Ch. can					
	create a dance					
			1			

	sequence in				
	response to a				
	stimulus.				
	Stillialas.				
	*Ch. can				
	choose the				
	dance actions				
	that they				
	perform in				
	relation to				
	their partner.				
	*Children start				
	to give				
	feedback to				
	others				
	following their				
	performances.				
	p = 12111211233				
	And				
	Allu				
	Ball Skills				
	(Year 2; Hands				
	2)				
	4 11				
	*Pupils can				
	throw				
	accurately				
	underarm and				
	execute a				
	developing				
	understanding				
1	of overarm				
1	throwing to				
1	beat an				
	opponent.				
	*Pupils can				
	work				
	collaboratively				
	together with				
	a partner or				
	team.				
	tcuiii.				
	*Ch.				
1	understand				
1					
	consequences				
	when mistakes				
	are made in a				
1	game				
1					
			•	•	



Year 3 and 4 (Cycle A)

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Volcanoes				Programming –					
voicanoes	Animals inc. Humans	Year 3 Striking and	Why do some people think	Programming – Repetition in	Early Islamic Empire	Healthy Me	Year 3 – Pentatonic	tbc	See the Trip Planner
	Hamans	Fielding	that life is like	Games	Lilipiic	Year 3:	Melodies and		document:
Know that the	Describe the	(Cricket)	a journey and	(Scratch)		Understand	Compositions		accument.
earth is made	simple	(3.13.104)	what	(0.0.0.0.0.0)	Know the 3	how exercise	Match their		Trip
up of tectonic	functions of	*Children can	significant	list an everyday	main forms of	affects my	movements to		Planner.doc
plates.	the basic parts	catch and	experiences	task as a	Early Islamic	body and	the music,		
	of the	throw a ball	mark this?	set of	decorative arts	know why	explaining why		
	digestive	with increasing		instructions		lungs and	they chose		
	system in	confidence	Describe how	including		heart are	these		
Explain what	humans.	and accuracy	life is seen as a	repetition		important	movements.		
causes volcanic	Identify the	(underarm,	journey by	•	Use 2 forms of	organs.	Accurately		
eruptions and what happens	different types	overarm, high,	some people.	Heo an	pattern	Cot musulf a	Accurately notate and		
when a	of teeth in	low, fast, slow).	Think why	Use an indefinite loop	making to develop print	Set myself a fitness	play a		
volcano	humans and	310W).	some people	to produce a	designs	challenge.	pentatonic		
erupts.	their simple	*Children can	have rituals to	given outcome.	uesigns	chancinge.	melody.		
5. T.P. 55.	functions.	strike a ball	mark	8		Know that the			
		with	important life	Use a count-		amount of	Play their part		
	Construct and	confidence,	events.	controlled loop	Create a series	calories, fat	in a		
Describe the	interpret a	control and		to produce a	of repeated	and sugar I put	composition		
impacts of	variety of food	direct it into a	Describe two	given outcome.	prints in the	in my body will	confidently.		
volcanoes on	chains,	simple target	different		style of	affect my			
the local area.	identifying	area.	Christian	Plan a program	traditional	health.	Work as a		
	producers,		celebrations of	that includes	Islamic crafts	Know what it	group to		
	predators and	*Children can	belonging /	appropriate		feels like to	perform a		
	prey.	understand	initiation.	loops to		make healthy	piece of music.		
		and identify	Describe what	produce a given		choices.	Veer 4 Heiler		
		good striking	Describe what	outcome.		Express	Year 4 - Haiku, Music and		
		and fielding techniques	happen at a Jewish Bar or	Recognise tools		knowledge	Performance		
		and use the	Bat Mitzvah	that enable		and attitude	renomiance		
		skills to play	ceremony.	more than one		towards drugs.	Suggest		
		effectively in a	ceremony.	process to be		towards drugs.	suitable words		
		small sided	Describe	run at the same		Identify things,	to describe		
		striking/fieldin	Hindu beliefs	time		people and	their time		
		g game.	about the	(concurrency).		places that I	outdoors,		
			journey of life			needs to keep	changing the		
		*Children	and death	Create two or		safe from.	sounds of their		
		show	using key	more			words to		
		understanding	terms such as	sequences that		Express how	match their		
		and	dharma,	run at the same		being anxious	meanings.		
		demonstrate	karma and	time.		or scared feels.			
		the roles of	moksha.			Idontify.uhon			
		bowler, striker (batter) and	Describe the			Identify when something	Recognise,		
		fielder.	significance of			feels	name and		
		neider.	the Hindu			safe/unsafe.	describe the		
		And	sacred thread			sa.e, ansare.	effect of the		
			ceremony.			Understand	interrelated		
		OAA (Outdoor				how complex	dimensions of		
		and	Describe a			my body is.	music.		
		Adventurous	wedding			' '			
		Activities)	ceremony for			Year 4:			
			two different						
		*Children can	religions.			Recognise how	Select		
		work within				different	instruments		
		teams to	Consider			friendship	and sounds		
		complete the	questions			groups are	which match		
		different	about the			formed.	their		
		problem-	importance			Undorstand	vocabulary.		
		solving	and			Understand			
		challenges successfully.	significance to Christians of			the roles of leaders or			
						i reacters or	i l		
		successiuily.	different forms			followers in	Work as a		

*Children can			Understand	create a piece		
	Suggest		the facts about	of music.		
	asons why		smoking and	or music.		
	Christians		its effects on			
	paptise at		health.	Danfanna		
	pirth and			Perform a		
,	thers have		Recognised	piece of music		
	peliever's		negative	as part of a		
trail.	baptism.		feelings in	group		
			peer pressure			
* Children can	Suggest		and know how			
recognize rea	asons why		to act			
symbols and ce	eremonies		assertively.			
	significant		,			
	o Jewish		Understand			
	people.		the facys			
тар.	people.		about alcohol			
*Children			on health.			
			on nearth.			
choose simple						
approaches to			Recognise			
solve problems			when people			
they have			are putting me			
been set.			under pressure			
			and explain			
			ways to resist			
Year 3&4			this.			
OAA						
			Know what I			
*Children can			believe to be			
follow simple			right or wrong.			
marked trails			right of wrong.			
			Tan into mir			
in a familiar			Tap into my			
environment			inner strength			
and identify			and be			
where they			assertive.			
are on the						
trail.						
* Children can						
recognize						
symbols and						
features of an						
orienteering						
map.						
map.						
*Children						
choose simple						
approaches to						
solve problems						
they have						
been set.						
*Children						
work						
cooperatively						
with others on						
the task.						
And						
Striking and						
Fielding						
(Cricket)						
*Children can						
catch and						
throw a ball						
with increasing						
confidence						
and accuracy						
(underarm,						
overarm, high,						
low, fast,						
slow).						
*Children can						
strike a ball						
with						
confidence,						
control and		i	1	1	1	1

direct it in	n a				
simple tar					
	501				
area.					
*Children					
understa					
and ident					
good strik	ng				
and fieldi	ng				
techniqu	es				
and use t					
skills to p	av				
effectively					
small side					
striking/fie					
g game.					
*Childre					
	n				
show					
understand	ling				
and					
demonstr					
the roles					
bowler, str					
(batter) a					
fielder.					
Year 4:					
Invasio					
Games					
(Handba					
(Hallaba	''				
*Pupils a	ro.				
able to app					
secure					
understand					
of passin					
moving a					
shooting					
order to so					
points aga	nst				
another te					
*Pupils					
demonstra					
growing					
understand	ling				
of the	6				
difference	0				
betwee					
attack ar					
defense					
*Pupils kn					
where ar					
when to sh					
and when					
defend.					
And					
Net/wa					
games					
(Badmint	on)				
*Children	can				
identify a					
use					
appropria	te				
forehand a	and				
backhan					
grips.	<u> </u>				
	a to				
*Ch. return	i to				
'ready	,				
position					
(center of					
court) aft					
performi					
each sho	t.				
	I	1		1	

dem fore ba	Ch. can nonstrate shand and ackhand serve.		
*Ch the u: app	h. can hit e shuttle sing an oropriate grip- ickhand,		
	rehand, erhead.		



Years 3 and 4 (Cycle B)

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Rivers	Plants	Year 3	Why are	Programming –	Art -	Healthy Me	Haiku, Music	By the end of	See the
		Striking and	festivals	Events and	Impressionism		and	2024.25	Trip Plann
	Identify and	Fielding	important to	Actions		Year 3:	Performance		documen
	describe the	(Cricket)	religious			Understand		Listening skill:	
	functions of		communities?	Explain that a		how exercise	Recognising,	Most learners	Trip
	different parts	*Children can	Christians,	program has a		affects my	naming and	can	Planner.do
	of flowering	catch and	Muslims and	start.		body and	explaining the	understand	
	plants: roots,	throw a ball	Jewish			know why	effect of the	and respond to	
	stem/trunk,	with increasing	(Expressing)	explain what a		lungs and	interrelated	familiar	
	leaves and flowers.	confidence and accuracy	Make links	sequence is.		heart are	dimensions of	spoken words,	
	nowers.	(underarm,	between	Recognise that		important	music.	phrases and	
	Explore the	overarm, high,	beliefs about	sequences can		organs.	Using musical	sentences.	
	requirements	low, fast,	Jesus and the	have an order.		Set myself a	vocabulary to	They	
	of plants for	slow).	celebration of	nave an order.		fitness	discuss the	understand	
	life and growth	310WJ.	Easter.	Order		challenge.	purpose of a	basic	
	(air, light,	*Children can	Luster.	commands in a		chancinge.	piece of music.		
	water,	strike a ball	Make links	program.		Know that the	piece of masie.	classroom	
	nutrients from	with	between	p. 081 uiii.		amount of	Using musical	instructions.	
	soil, and room	confidence,	symbols used	Explain that the		calories, fat	vocabulary	Most learners	
	to grow) and	control and	by churches	order of		and sugar I put	when	should be able	
	how they vary	direct it into a	and Christians	commands can		in my body will	discussing	to hear and	
	from plant to	simple target	in holy week	affect the		affect my	improvements	learn about	
	plant.	area.	and the	outcome.		health.	to their own	the different	
	•		celebration of			Know what it	and others'	sounds in	
	Investigate the	*Children can	Easter.	Create a		feels like to	work.	French.	
	way in which	understand		sequence of		make healthy			
	water is	and identify	Make links	commands to		choices.	Composing a	Speaking skill:	
	transported	good striking	between the	produce a given			coherent piece	Most learners	
	within plants.	and fielding	symbols on a	outcome.		Express	of music in a	can	
		techniques	seder plate			knowledge	given style	communicate	
	Explore the	and use the	and their			and attitude	with voices,	with simple	
	part that	skills to play	meaning.			towards drugs.	bodies and	questions and	
	flowers play in	effectively in a	Make links				instruments.	phrases using	
	the life cycle of	small sided	between the			Identify things,	Doginais 1	correct	
	flowering	striking/fieldin	story of			people and	Beginning to	pronunciation.	
	plants,	g game.	Lakshmi and			places that I	improvise	They can also	
	including	*Children	practices at Divali.			needs to keep safe from.	musically	enjoy and sing	
	pollination, seed formation	show	Divdii.			Sale IIOIII.	within a given	some French	
	and seed	understanding	Suggest what			Express how	style.	songs. In the	
	dispersal.	and	matters most			being anxious	Developing	reading skill,	
	uispeisai.	demonstrate	to believers at			or scared feels.	melodies using	most learners	
		the roles of	Easter/Id ul			or scarca recis.	rhythmic		
		bowler, striker	Fitr/Divali/			Identify when	variation,	can recognise	
		(batter) and	Pesach.			something	transposition,	and	
		fielder.				feels	inversion and	understand	
			Identify			safe/unsafe.	looping.	some familiar	
		And	similarities &			,		words and	
			differences			Understand	Creating a	phrases in	
		OAA (Outdoor	between the			how complex	piece of music	written form.	
		and	way two			my body is.	with at least	They are	
		Adventurous	Christian				four different	generally	
		Activities)	denominations			Year 4:	layers and a	confident in	
			celebrate				clear structure.	reading aloud,	
		*Children can	Easter.			Recognise how	Using letter	and in using	
		work within	Identify			different	name, graphic	reference	
		teams to	similarities &			friendship	and rhythmic	materials.	
		complete the	differences			groups are	notation and		
		different	between the			formed.	musical	Writing skill:	
		problem-	celebration of				vocabulary to	Most learners	
		solving	two festivals.			Understand	label and	can write some	
		challenges	Identify some			the roles of	record their	familiar simple	
		successfully.	of the			leaders or	compositions.	sentences and	
		*Children can	celebrations			followers in	Singing and	words using a	
	1	*Children can	that form a			groups.	playing in time with peers	model and	

	marked trails	part of my		Understand	with accuracy	write some	
	in a familiar	own life		the facts about	and awareness	familiar words	
	environment	Make links		smoking and	of their part in		
	and identify	between		its effects on	the group	from memory.	
	where they	things that are		health.	performance.		
	are on the	important in		ileaitii.	Playing melody	Intercultural	
	trail.	our		Recognised		skill:	
	traii.			-	parts on tuned	Most learners	
	* Children	community		negative	instruments	can talk about	
	* Children can	and		feelings in	with accuracy	some	
	recognize	celebrations		peer pressure	and control	celebrations/tr	
	symbols and	that are held /		and know how	and developing	aditions and	
	features of an	could be held.		to act	instrumental	compare	
	orienteering			assertively.	technique.	aspects of	
	map.					everyday life at	
				Understand		home and	
	*Children			the facys		abroad. They	
	choose simple			about alcohol		can also	
	approaches to			on health.		identify	
	solve problems					similarities in	
	they have			Recognise		traditional	
	been set.			when people		stories/songs.	
				are putting me		35,551,801	
				under pressure			
	Year 3&4			and explain			
	OAA			ways to resist			
				this.			
	*Children can						
	follow simple			Know what I			
	marked trails			believe to be			
	in a familiar			right or wrong.			
	environment						
	and identify			Tap into my			
	where they			inner strength			
	are on the			and be			
	trail.			assertive.			
	* Children can						
	recognize						
	symbols and						
	features of an						
	orienteering						
	map.						
	···api						
	*Children						
	choose simple						
	approaches to						
	solve problems						
	they have						
	been set.						
	been set.						
	*Children						
	work						
	cooperatively						
	with others on						
	the task.						
	uic task.						
	And						
	And						
	Striking and						
	Striking and						
	Fielding						
	(Cricket)						
	*Children can						
	catch and						
	throw a ball						
] '	with increasing						
	confidence						
	and accuracy						
	(underarm,						
	overarm, high,						
	low, fast,						
	slow).						
	*Children can						
	strike a ball						
	with						
	confidence,						
	control and						
	direct it into a						

	simple target				
	area.				
	*Children can				
	understand				
	and identify				
	good striking and fielding				
	techniques				
	and use the				
	skills to play				
	effectively in a				
	small sided				
	striking/fieldin g game.				
	g game.				
	*Children				
	show				
	understanding				
	and demonstrate				
	the roles of				
	bowler, striker				
	(batter) and				
	fielder.				
	Voor #:				
	Year 4: Invasion				
	Games				
	(Handball)				
	*Pupils are able to apply a				
	secure				
	understanding				
	of passing,				
	moving and				
	shooting in order to score				
	points against				
	another team.				
	*Pupils				
	demonstrate a growing				
	understanding				
	of the				
	difference				
	between				
	attack and				
	defense.				
	*Pupils know				
	where and				
	when to shoot				
	and when to defend.				
	uerend.				
	And				
	Net/wall				
	games (Badminton)				
	(=======				
	*Children can				
	identify and				
	use				
	appropriate forehand and				
	backhand				
	grips.				
	*Ch. return to				
	'ready				
	position' (center of the				
	court) after				
	performing				
	each shot.				

dem fore ba	Ch. can nonstrate shand and ackhand serve.		
*Ch the u: app	h. can hit e shuttle sing an oropriate grip- ickhand,		
	rehand, erhead.		



Years 5 and 6 (Cycle A)

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

Γ ,			ı	T	Т	Т	Т
	reflecting on						
	the tactics and						
	making any						
	necessary						
	adaptations.						
	*Children						
	develop						
	communicatio						
	n skills as they						
	officiate in						
	game based						
	scenarios.						
	Pupils will also						
	start to lead						
	their team and						
	manage their						
	games.						
	Year 5&6:						
	Dance						
	(The Circus)						
	*Children can						
	explore dance						
	and						
	movement						
	ideas						
	imaginatively,						
	including						
	actions,						
	dynamics,			1			
	space and						
	relationship.						
	*Children can						
	respond to a						
	range of						
	stimuli,						
	improvising						
	freely using a						
	range of						
	controlled						
	movements						
	and patterns.						
	*Children can						
	select and use						
	a range of						
	compositional						
	ideas						
	(dynamics,						
	pathways,						
	formations,						
	various						
	movement) to						
	create motifs						
	that						
	demonstrate						
	their dance						
	idea.						
	*Children can						
	work as						
	choreographer						
	s to produce a						
	dance for a						
	valued						
	audience.						
	*61.71						
	*Children can						
	perform the						
	created dance			1			
	with clarity,			1			
	control and			1			
	sensitivity to			1			
	the music,			1			
	communicatin			1			
	g a dance						
	idea.			1			
· ·		•	i .		•	•	•

	*Children can				
	use				
	appropriate				
	language and				
	terminology to				
	describe,				
	interpret and				
	evaluate				
	dance.				
	& Striking and				
	Fielding				
	Games				
	(Cricket)				
	*Children				
	consolidate				
	their bowling,				
	throwing,				
	catching,				
	stopping,				
	retrieving and				
	batting skills and apply				
	these with				
	accuracy and				
	consistency				
	into mini				
	games.				
	*Children				
	demonstrate				
	resourcefulnes				
	s and problem				
	solving skills by creating a				
	range of				
	tactics,				
	applying these				
	into their				
	games.				
	*Children can				
	combine and				
	perform skills				
	with control				
	(bowling,				
	batting, fielding) in a				
	competitive				
	situation.				
	Year 6:				
	Swimming				
	&				
	Striking and				
	Fielding				
	Games				
	(Cricket) *Children				
	consolidate				
	their bowling,				
	throwing,				
	catching,				
	stopping,				
	retrieving and				
	batting skills				
	and apply				
	these with				
	accuracy and				
	consistency				
	into mini				
	games.				
	*Children				
	demonstrate				
	resourcefulnes				
	s and problem				
	solving skills				
1	by creating a		1	1	

range of			
tactics,			
applying these			
into their			
games.			
*Children can			
combine and			
perform skills			
with control			
(bowling,			
batting,			
fielding) in a			
competitive			
situation.			



Years 5 and 6 (Cycle B)

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Our	Evolution	Year 5: OAA	Check - Is It	Programming	Art – Street	Healthy Me	Haiku, Music	By the end of 2024.25	See the
Changing	and	(Orienteering	Better To	– Physical	Art		and	2024.23	Trip Planne
World	Inheritance	and Team-	Express Your	Computing		Year 5:	Performance	Listening skill:	document
(Focus	Danamina	Building	Religion In	(Crumble)		Describe the	December	Most learners	Taile
continent:	Recognise	Activities)	Arts &			different	Recognising,	understand	<u>Trip</u>
Africa)	that living	*Pupils work	Architecture			roles food	naming and	the main	<u>Planner.do</u>
	things have	within teams	Or In Charity	Create a		can play in	explaining	points and	
Local a seaka sa al	changed	to refine effective	& Companyaity 2	condition-		people's	the effect of	some of the detail from a	
Inderstand	over time	strategies and	Generosity?	controlled		lives and can explain how	the	spoken	
the	and that	tactics in order	(Expressing) Christians	loop.		•	interrelated	passage made	
nteraction	fossils	to complete				people can	dimensions	up of familiar	
between	provide	the different	and Muslims	Use a		develop	of music.	language in	
hysical and	information	problem-	non-			eating	11-1	simple	
human	about living	solving	religious	condition in		problems	Using	sentences.	
processes	things that	challenges successfully.	the decident	an 'ifthen'		(disorders)	musical	They have the confidence to	
malada berri	inhabited	successibility.	Understand	statement to		relating to	vocabulary	listen to longer	
xplain how	the Earth	*Children can	different	start an		body image	to discuss	texts that	
Earth's	millions of	adapt the	reasons why	action.		pressures.	the purpose	contain	
features	years ago.	strategies as	some				of a piece of	familiar	
hange over		necessary.	buildings are	Use selection		Respect and	music.	language and	
time	Recognise	*****	sacred	to switch the		value my		pick out some	
	that living	*Children can	Consider,	program flow		body.	Using	key points.	
escribe and	things	take a leading role when	discuss and	in one of two			musical	They can identify	
inderstand	produce	working with	weigh up			Year 6:	vocabulary	specific sounds	
ey aspects	offspring of	others.	different	ways.		Evaluate	when	in familiar and	
of physical	the same		views about	llee e		when	discussing	unfamiliar	
geography,	kind, but	*Children	why	Use a		alcohol is	improvemen	words. Most	
including	normally	consolidate	mosques are	condition in		being used	ts to their	learners	
climate	offspring	their	important.	an (:f there also		responsibly,	own and	understand	
zones,	vary and are	developing ability to		'ifthenels		anti-socially	others' work.	and follow a range of	
iomes and	not identical	orientate a	Consider,	e'		or being		classroom	
egetation/	to their	map and	discuss and	statement to		misused	Composing a	instructions.	
belts	parents.	locate points,	weigh up	produce			coherent		
		returning to	different	given		Describe	piece of	Speaking skill:	
	Identify how	base as quickly	views about	outcomes.		how I feel	music in a	Most learners	
	animals and	as possible.	why			about using	given style	take part in a	
	plants are		Christian			alcohol	with voices,	simple	
	adapted to	& Striking and	sacred			when I am	bodies and	conversation using familiar	
	suit their	Fielding	buildings are			older and my	instruments.	structures and	
	environment	Games	important.			reasons for		vocabulary and	
	in different	(Cricket)	Consider,			this.	Beginning to	express their	
	ways and	*Children	discuss and				improvise	opinions. Most	
	that	refine their	weigh up				musically	learners can	
	adaptation	bowling,	different				within a	make a short	
	may lead to	throwing,	views about				given style.	presentation	
	evolution.	catching, stopping,	why religious					using a model. Their	
		retrieving and	art is				Developing	pronunciation	
		batting skills	important.				melodies	and intonation	
		and apply					using	should be	
		these with	Suggest				rhythmic	more accurate.	
		accuracy and	reasons,				variation,	Most learners	
		consistency to	quoting				transposition	will use simple	
		outwit their opponents.	religious				, inversion	conjunctions to build more	
		орронена.	sources, why				and looping.	complex	
		* Children can	Muslims					sentences and	
		create, apply	consider				Creating a	present	
		and refine	charity and				piece of	information to	
		tactics for				İ	music with at	others. They	

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

	g a dance	architecture,				
	idea.	and why				
	*Children can	some would				
	use	defend it as				
	appropriate	important.				
	language and					
	terminology to					
	describe,					
	interpret and					
	evaluate					
	dance.					
	dance.					
	&					
	Striking and					
	Fielding					
	Games					
	(Cricket)					
	*Children					
	consolidate					
	their bowling,					
	throwing,					
	catching,					
	stopping,					
	retrieving and					
	batting skills					
	and apply					
	these with					
	accuracy and					
	consistency					
	into mini					
	games.					
	Barriesi					
	*Children					
	demonstrate					
	resourcefulnes					
	s and problem					
	solving skills					
	by creating a					
	range of					
	tactics,					
	applying these					
	into their					
	games.					
	guilles.					
	*Children can					
	combine and					
	perform skills					
	with control					
	(bowling,					
	batting,					
	fielding) in a					
	competitive					
	situation.					
	Year 6:					
	Swimming					
	&					
	Striking and					
	Fielding					
	Games					
	(Cricket)					
	*Children					
	consolidate					
	their bowling,					
	throwing,					
	catching,					
	stopping,					
	retrieving and					
	batting skills					
	and apply					
	these with					
	accuracy and					
	consistency					
	into mini					
	games.					
	_					
	*Children					
	demonstrate					
	resourcefulnes					
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s and problem			
solving skills			
by creating a			
range of			
tactics,			
applying these			
into their			
games.			
garies.			
*Children can			
combine and			
perform skills			
with control			
(bowling,			
batting,			
fielding) in a			
competitive			
situation.			
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Summer 1st Half Term End Points



Years 1 and 2 (Cycle A)

Summer 1st half term

				Summe	1 nan	LETTII		
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
At The Seaside	Plants Year 1: Identify and	Year 1: Team Building	What Makes Some Places Sacred?	Digital Painting	DT – Puppets	Relationship s	Pitch and Tempo	See the Trip Planner document:
Know how to	name a		Christians	Use a	Know that	Year 1:	Explain what	
use key	variety of	*Children	and Muslims	computer to	'joining	Tell why I	pitch means.	Trip
words such	common	use	(Expressing)	paint a	technique'	appreciate		Planner.docx
as beach,	wild and	developing		picture.	means	someone	Identify	
cliff and	garden	teamwork	Identify	picture.	connecting	who is	whether a	
coast.	plants,	skills in pairs	special		two pieces of	special to me	note is	
	including	and small	objects and	Make marks	material	and express	higher or	
Explain why	deciduous	teams to	symbols	digitally on	together.	how I feel	lower.	
people may	and	complete set	found in a	a computer		about them.	_	
use a	evergreen	challenges	sacred place	screen.	Understand		Create a	
harbour.	trees.	successfully.	and say what		how to use a	Year 2:	pattern using	
Describe the	Internatification		they mean	Store and	template to	Identify	two pitches,	
Describe the	Identify and describe the	*Children	and how	retrieve	create a	some of the	then play or	
differences/s imilarities	basic	begin to	they are used.	work.	design for a puppet.	things that cause	sing it.	
between	structure of	understand	useu.		puppet.	conflict	Explain what	
London and	a variety of	what makes	Talk about	Share work.	Create a fun	between me	tempo	
St. Ives.	common	an effective	ways in		finger and	and my	means.	
	flowering	team and	which		hand puppet	friends.		
	plants,	why we	stories,		from fabric.		Identify	
	including	must include	objects,			Demonstrate	simple	
	trees.	everyone.	symbols and			how to use	tempo	
			actions used			the positive	changes in	
		*Children	in churches,			problem-	music.	
	Year 2:	start to	mosques			solving		
	Observe and	create	and/or			technique to	Perform a	
	describe how	simple	synagogues			resolve	pattern that	
	seeds and	tactics.	show what			conflicts	gradually	
	bulbs grow	A al	people			with my	gets faster	
	into mature	And	believe.			friends.	(accelerando	
	plants.	Athletics/Lo	Ask good).	
	Find out and	comotion	questions				Contribute	
	describe how	(jumping	during a				to a group	
	plants need	and	school visit				composition	
	water, light	throwing)	about what				and	
	and a	*Pupils can	happens in a				performance	
	suitable	explore	church.				by creating,	
	temperature	various ways					selecting,	
	to grow and	of jumping.					combining	
	stay healthy.						and	
		* Children					performing	
		can throw a					sounds.	
		variety of					6.5.	
		objects with					Suggest	
		some					improvemen ts to their	
		accuracy using under					ts to their work.	
		and over					WOIK.	
		arm throws.						
		* Children						
		can throw at						
		a target.						

	Year 1&2:			
	Team			
	Building			
	*Pupils			
	develop and apply			
	teamwork			
	skills in pairs			
	and small			
	teams to			
	complete set			
	challenges			
	successfully.			
	*Ch. Can			
	communicat			
	e with others on their			
	team (share			
	ideas and			
	listen when			
	others			
	speak).			
	,			
	*Ch. start to			
	develop			
	simple			
	strategies in			
	order to			
	complete			
	the task.			
	A4bla4:/l-			
	Athletics/Lo comotion			
	(Running			
	and Jumping			
	and			
	throwing)			
	Children can			
	jump and			
	land safely			
	showing			
	correct			
	technique –			
	arms swing,			
	knees bend.			
	* Children			
	can			
	demonstrate			
	various			
	jumps and			
	show very			
	simple			
	combination			
	s (hop, skip,			
	bounce etc.)			
	*Children			
	can move at			
	different			
	speeds with increasing			
	control.			
	control.			
	I	l	1	l

an demonstrate an underarm and overarm throw and show a decuracy when throwing into targets. Vear 2: Dance (Water) Water) Water of the music with appropriate movements and actions, using their whole body. *Ch. can ensure their movements are big and clear. *Pupils develop concentration in skills as they listen to music and make decisions on how to move in response. & Athletics / Locomotion (Running, jumping and throwing) *Children can define the decision of the short and long distances and over obstacles. *Initiative and the short and long distances and over obstacles. *Initiative and the short and long distances and aim at a barget (when				
demonstrate an underarm and overarm throw and show lincreasing activen throwing livo targets. Year 2: Dance (Water) *Pupils can respond to the music appropriate movements and actions, using their whole body. *Ch. can ensure their movements are big and celar. **Upils develop their concentratio n salis is they listen to music and make decision how move in response. & Athletics / Locomotion (Running, jumping and throwing) *Children can an at different speeds for short and long distances and over can throw synthese and over can throw synthese and over can throw synthese and over can throw synthese can dim at a target (when	*Children			
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throw and show increasing accuracy when throwing into targets. Year 2: Dance I Well I Way I Was	an underarm			
show increasing accuracy when throwing into targets. Year 2: Ownee Own	and overarm			
increasing accuracy when throwing into targett. Year 2: Dance (Watter) "Pupils an convenents and accions, using their whole body. *Ch. can ensure their movements are big and clear. *Pupils develop their concentratio n skills as they listen to music and make decisions on how to move in response. 8 Authelits / Councemolon (Running, jumping, and throwing) *Children can run at different speeds for short and long distances and over obstacties. *Children can run at different speeds for short and long distances and over obstacties. *Children can run at different speeds for short and long distances and over obstacties. *Children can rinow across various distances and am at a target (when	throw and			
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(Running, jumping and throwing) *Children can run at different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
jumping and throwing) *Children can run at different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
throwing) *Children can run at different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
*Children can run at different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when	throwing)			
can run at different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
can run at different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when	*Children			
different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
long distances and over obstacles. *Children can throw across various distances and aim at a target (when				
distances and over obstacles. *Children can throw across various distances and aim at a target (when				
and over obstacles. *Children can throw across various distances and aim at a target (when				
*Children can throw across various distances and aim at a target (when				
*Children can throw across various distances and aim at a target (when				
can throw across various distances and aim at a target (when				
can throw across various distances and aim at a target (when	*Children			
across various distances and aim at a target (when				
distances and aim at a target (when				
distances and aim at a target (when				
target (when	distances			
target (when				
	target (when			
throwing).	throwing).	 	 	

*Children can link a variety of jumps together (eg. Hop-skip- jump or hop- hop-jump etc.)			
---	--	--	--



Years 1 and 2 (Cycle B)

Summer 1st half term

7 *						8000		
Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Where Do We	Plants	Year 1:	What Makes	Digital	DT	Relationships	Musical Me	See the
Work?	Year 1-	Team	Some Places	Photography	Food			Trip Planner
ocus Country	Identify a	Building	Sacred?		Technology	Year 1:	Recognising timbre	document:
- Bangladesh	variety of	Dullullig	Christians and	Know what to	Balanced Diets	Tell why I	changes and structural	
	plants and	*Children	Muslims	press/tap to		appreciate	features in music they	Trip Planner.doo
	describe the	*Children	(Expressing)	take a picture.	Design a	someone who	listen to. Beginning to	
	basic structure	use	cont.		healthy wrap	is special to	use musical vocabulary	
	of flowering	developing		Know how to	based on a	me and	to describe music.	
	plants.	teamwork		hold a device	food	express how I	Identifying melodies	
		skills in pairs		safely and	combination	feel about	that move in steps.	
	Year 2:	and small		responsibly.	which works	them.	Listening to and	
	Observe and	teams to			well together.		repeating a short,	
	describe how			Capture a	wen together.	Year 2:	simple melody by ear.	
	seeds and	complete set		digital image.	Slice food	Identify some	Suggesting	
	bulbs grow	challenges			safely using	of the things	improvements to their	
	and describe	successfully.		Focus/ zoom in	the bridge or	that cause	own and others' work.	
	what plants			and out.	claw grip.	conflict	Selecting and creating	
	need to grow				ciaw grip.	between me	longer sequences of	
	and stay	*Children		Review	Construct a	and my	appropriate sounds	
	healthy.	begin to		photographs	wrap that	friends.	with voices or	
		_		take.	meets a design	Demonstrate	instruments to	
		understand			brief.	how to use the	represent a given idea	
		what makes		Delete poor	51.611	positive	or character.	
		an effective		quality imaegs.	Describe the	problem-	Successfully combining	
		team and			taste, texture	solving	and layering several	
		why we		Edit a photo.	and smell of	technique to	instrumental and vocal	
		must include			fruit and	resolve	patterns within a given	
		everyone.		Recolour a	vegetables.	conflicts with	structure. Creating	
		everyone.		photo.	1 - 8 - 11 - 12 - 1	my friends.	simple melodies from	
		* Children			Taste test food		five or more notes.	
		*Children		Crop a photo.	combinations		Choosing appropriate	
		start to			and final		dynamics, tempo and	
		create			products.		timbre for a piece of	
		simple			p		music. Using letter	
		tactics.			Describe the		name and graphic	
					information		notation to represent	
		And			that should be		the details of their	
		Allu			included on a		composition. Using	
					label.		their voices	
		Athletics/Lo					expressively when	
		comotion			Evaluate which		singing, including the	
		(jumping			grip was most		use of basic dynamics	
		and			effective.		(loud and quiet).	
		throwing)					Singing short songs	
		*Pupils can					from memory, with	
							melodic and rhythmic	
		explore					accuracy. Copying	
		various ways					longer rhythmic	
		of jumping.					patterns on untuned	
	1				1		percussion	
	1	* Children			1		instruments, keeping a	
	1	can throw a			1		steady pulse.	
	1	variety of			1		Performing	
	1	,			1		expressively using	
	1	objects with			1		dynamics and timbre	
	1	some			1		to alter sounds as	
	1	accuracy			1		appropriate. Singing	
	1	using under			1		back short melodic	
	1	and over			1		patterns by ear and	
	1	arm throws.			1		playing short melodic	
	1	arm anows.			1		patterns from letter	
		* Children					notation.	
	1				1			
	1	can throw at			1			
	İ	a target.			İ			

Vanu 183.			
Year 1&2: Team			
Building			
*Pupils			
develop and			
apply			
teamwork			
skills in pairs			
and small teams to			
complete set			
challenges			
successfully.			
*Ch. Can communicat			
e with others			
on their			
team (share			
ideas and			
listen when			
others			
speak).			
*Ch. start to			
develop			
simple			
strategies in			
order to			
complete			
the task.			
Athletics/Lo			
comotion			
(Running			
and Jumping			
and			
throwing)			
Children can jump and			
land safely			
showing			
correct			
technique –			
arms swing,			
knees bend.			
* Children			
can			
demonstrate			
various			
jumps and			
show very			
simple combination			
s (hop, skip,			
bounce etc.)			
*Children			
can move at			
different			
speeds with increasing			
control.			

*Children		
can		
demonstrate		
an underarm		
and overarm		
throw and		
show		
increasing		
accuracy		
when		
throwing		
into targets.		
into targets.		
Year 2:		
Dance		
(Water)		
*Pupils can		
respond to		
the music		
with		
appropriate		
movements		
and actions,		
using their		
whole		
body.		
,		
*Ch. can		
ensure their		
movements		
are big and		
clear.		
*Pupils		
develop		
their		
concentratio		
n skills as		
they listen to		
music and		
make		
decisions on		
how to move		
in response.		
&		
Athletics /		
Locomotion		
(Running,		
jumping and		
throwing)		
*01		
*Children		
can run at		
different		
speeds for		
short and		
long		
distances		
and over		
obstacles.		
*Children		
can throw		
across		
various		
distances		
and aim at a		
target (when		
throwing).		
unowing).	1	

car var ju	hildren n link a riety of umps			
toget Hoj jump hop	ether (eg. op-skip- p or hop- p-jump etc.)			



Years 3 and 4 (Cycle A)

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips
Ancient Rome	Sound	Invasion	What Can We	Desktop	Art – Still Life	Relationships	Year 3 – Jazz	tbc	See the
Ancient Rome	Journa	Games	Learn From	Publishing	and	Kelationships	16a1 3 - Jazz	toc	Trip Planner
	Identify how	(Basketball)	Religions	i ubiisiiiig		Year 3 –	Explain what		document:
Continue to	sounds are	(basketball)	About		Landscapes	Identify roles			document.
develop a		*Children		Charrish at a same			ragtime music		Trin
•	made,		Deciding What	Show that page	Know the work	and	is.		Trip
chronologically	associating	develop their	Is Right And	orientation can	of historic and	responsibilities			Planner.doc
secure	some of them	passing (chest,	Wrong?	be changed.	contemporary	of each family	Play on the 'off		
knowledge and	with	bounce pass),	Christians,		artists in the	member.	beat' and sing		
understanding	something	moving,	Jewish and	Organise text			a syncopated		
of world	vibrating.	dribbling and	non-religious	and image	drawing media	Identify and	rhythm.		
history,		shooting skills		_		practice			
establishing	Recognise that	to outwit their	Describe what	placeholders in	Use 4 shading	friendship	Play a call and		
clear	vibrations	opponents and	temptation is	a page layout.	techniques	skills.	then improvise		
narratives	from sounds	keep	and how it can		with		a response.		
within and	travel through	possession of	affect people's	Add text to a	confidence	Know	a response.		
across the	a medium to	the ball and	behaviour.	placeholder.	connactice	strategies to	Improvise or		
periods they	the ear.	score.	bellaviour.			stay safe			
	tile ear.	score.	Made Dele	Add/romaya	Create a series		compose a		
study.		***	Make links	Add/remove	of drawings	online.	scat singing		
	Find patterns	*Ch. show	between	images to and	using shading	1	performance		
Note	between the	understanding	stories about	from	techniques	Explain how	with sounds		
connections,	pitch of a	of where,	temptation &	placeholders.		some actions	and words.		
contrasts and	sound and	when and why	examples of]	of people			
trends over	features of the	to pass,	people being	Move, resize		around the	Compose and		
time.	object that	dribble and	tempted now.	The state of the s		world help and	play a jazz		
	produced it.	score.		and rotate		influence my	motif fluently,		
- Develop the			Describe ways	images.		life.	using swung		
appropriate	Find patterns	And	in which				quavers.		
use of	between the	7.10	followers of	Edit text in a		Understand	quavers.		
historical	volume of a	Net/wall	Judaism and	placeholder.		how my needs	Play a swung		
				J					
terms.	sound and the	(Tennis)	Christianity	Character factor		and rights are	rhythm using a		
	strength of the	*Children can	might use the	Choose fonts		shared by	tuned		
Address and	vibrations that	throw/hit the	Beatitudes and	and apply		other children.	percussion		
devise	produced it.	ball into space	Ten	effects to text.			instrument.		
historically		on their	Commandmen			Know how to			
valid	Recognise that	opponents'	ts to help	Review a		show my	.Year 4 Samba		
questions.	sounds get	side of the	them decide	document.		appreciation	and Carnival		
•	fainter as the	court.	right and	document.		to my friends	Sounds		
Construct	distance from		wrong.			and family.	Explain what		
informed	the sound	*After playing					samba music is		
responses that	source	a shot children	Explain how			Year 4 –	and that it is		
involve	increases.	return to a	Golden Rule			Recognise	mainly		
thoughtful	ilicieases.					situations			
-		ready position,	can be found				percussion		
selection and		ready to	in the thinking			which can	instruments		
organisation of		return the	of many			cause jealousy.	used in		
relevant		ball.	different				celebrations		
historical	1		groups of		1	Identify	such as		
information.	1	*Pupils	people		1	someone I	Carnival in		
	1	develop their	including		1	love.	Brazil.		
Understand	1	understanding	Jewish people,		1				
how our	1	of where,	suggest ways		1	Tell about	Clap on the off		
knowledge of	1	when and why	Jewish people		1	someone I	beat (the and		
the past is		we throw/hit	might follow]	know and no	of each beat)		
constructed		the ball into	the rule.]	longer see.	and be able to		
from a range		spaces on their	Give examples			longer see.	play a		
_						December 1	1 1		
of sources.		opponents'	of how the ten]	Recognise how	syncopated		
		side of the	commandmen			friendships	rhythm.		
Study the	1	court.	ts might show		1	change.			
Roman	1		Jewish people		1		Play their		
Empire.	1	Year 3&4:	how to live.		1	Understand	rhythm in time		
	1	Dance (Wild			1	what having a	with the rest		
	1	Animals)	Explain that		1	girl/boyfriend	of their group		
	1	*Ch. can	Christians are		1	might mean.	(even if they		
		respond to	guided to]	gccuii	are not always		
	1	stimuli,	know what is		1	Know how to	successfully		
	1	The second secon	right and		1	show love and			
	1	creating dance	_		1		playing in time		
	1	sequences	wrong by		1	appreciate to	with the rest		
	1	with a partner	words of Jesus,		1	people and	of the class).		
	1	in character.	including the		1	animals who			
	İ		Beatitudes and	1	İ				1

	*Children can	two great	I	are energial to	Play their	
	link dance	two great commandmen		are special to me.	break in time	
	actions to	ts.		mc.	with the rest	
	make short	to.			of their group	
	creative				and play in the	
	dances when				correct place	
	working with a				in the piece.	
	partner or in a					
	small group				Play in time	
	(applying a				and with	
	broad range of				confidence;	
	movement				accurately	
	skills).				playing their	
	*61.11.1				break.	
	*Children can					
	use a range of expressive					
	language to					
	describe					
	dance.					
	* Children can					
	recognize					
	unison and					
	canon.					
	* 01 '' '					
	* Children can					
	perform					
	dances using a					
	range of movement					
	patterns.					
	patterns.					
	And Net/wall					
	games					
	(Tennis)					
	*Children can					
	throw/hit the					
	ball into space					
	on their					
	opponents'					
	side of the					
	court.					
	* A Character day					
	*After playing a shot children					
	return to a					
	ready position,					
	ready to					
	return the					
	ball.					
	*Pupils					
	develop their					
	understanding					
	of where,					
	when and why					
	we throw/hit					
	the ball into spaces on their					
	opponents'					
	side of the					
	court.					
	30011.					
	*Ch. Can apply					
	forehand and					
	backhand shot					
	in a mini					
	game.					
	Year 4:					
	Gymnastics					
	(Rolling)					
	*Children can					
	identify and					
	show at least 2 different types					
	of rolls					
	(forwards,					
1	1	•				

backwards,			
sideways) and			
understand			
that they can			
be performed			
in different			
directions and			
different speeds.			
speeds.			
* 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.			
*Children			
*Children observe and			
describe			
movements of			
others using			
appropriate			
language.			
idiiguage.			
And			
And Net/wall games			
And Net/wall games (Tennis)			
And Net/wall games (Tennis) *Ch. can apply			
And Net/wall games (Tennis) *Ch. can apply forehand and			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents'			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time.			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where,			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where, when and why			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where,			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where, when and why we hit the ball into spaces on their			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents'			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents' side of the			
And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents'			



Years 3 and 4 (Cycle B)

Summer 1st half term

History	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Ancient Egypt	Animals inc.	Invasion	What Does It	Branching	Art-	Relationships	Samba and	By the end of	See the
-8,6	Humans	Games	Mean To Be A	Database	Contemporary		Carnival	2024.25	Trip Plann
	Hamans	(Basketball)	Christian			Year 3 –	Sounds and	2024123111	documen
	Idontify that	(Dasketball)	Today?	Create a	Artists	Identify roles	Instruments	Listania salilla	aocamer
	Identify that	*Children	(Living)	physical and		and	mot unients	Listening skill:	Trip
	animals,	develop their	(Living)	online		responsibilities	Recognising	Most learners	Planner.d
	including	· ·	Describe what			of each family	and discussing	can	Flatilier.u
	humans, need	passing (chest,		branching		•	_	understand	
	the right types	bounce pass),	Christians do	database.		member.	the stylistic	and respond to	
	and amount of	moving,	to show their				features of	familiar	
	nutrition, and	dribbling and	faith.	Select yes/no		Identify and	different	spoken words,	
	that they	shooting skills		questions for		practice	genres, styles		
	cannot make	to outwit their	Describe how	sorting.		friendship	and traditions	phrases and	
	their own	opponents and	one hymn or			skills.	of music using	sentences.	
	food-they get	keep	song shows	Understand the			musical	They	
	nutrition from	possession of	specific	importance of		Know	vocabulary.	understand	
	what they eat.	the ball and	Christian	question types		strategies to		basic	
	what they eat.	score.	beliefs or	and order.		stay safe	Identifying		
	11 25 11 1	score.	teaching.	and order.		online.		classroom	
	Identify that	*Ch shaw	teatining.			onine.	common	instructions.	
	humans and	*Ch. show	5 2 1 1				features	Most learners	
	some other	understanding	Describe what		1	Explain how	between	should be able	
	animals have	of where,	might be hard		1	some actions	different	to hear and	
	skeletons and	when and why	or a challenge			of people	genres, styles	learn about	
	muscles for	to pass,	about being a			around the	and traditions		
	support,	dribble and	Christian.			world help and	of music.	the different	
	protection and	score.				influence my	Recognising,	sounds in	
	movement.		Give reasons			life.	naming and	French.	
	movement.	And	why Christians			c.	explaining the		
		Allu	and others			Understand	effect of the	Cunality abilly	
		N -4 /!!						Speaking skill:	
		Net/wall	help other			how my needs	interrelated	Most learners	
		(Tennis)	people.			and rights are	dimensions of	can	
		*Children can				shared by	music.	communicate	
		throw/hit the	Note			other children.		with simple	
		ball into space	similarities &				Using musical	questions and	
		on their	differences			Know how to	vocabulary to		
		opponents'	between the			show my	discuss the	phrases using	
		side of the	reasons that			appreciation	purpose of a	correct	
		court.	religious			to my friends	piece of music.	pronunciation.	
		court.	people and			and family.	Beginning to	They can also	
		* ^ 6				and failing.		enjoy and sing	
		*After playing	non-religious				improvise		
		a shot children	people give for			Year 4 –	musically	some French	
		return to a	helping			Recognise	within a given	songs. In the	
		ready position,	people.			situations	style.	reading skill,	
		ready to				which can		most learners	
		return the	Describe an			cause jealousy.	Creating a	can recognise	
		ball.	example of a				piece of music	_	
			Christian you			Identify	with at least	and	
		*Pupils	have studied			someone I	four different	understand	
		develop their	who helped		1	love.	layers and a	some familiar	
					1	iove.		words and	
		understanding	others by his		1		clear structure.	phrases in	
		of where,	or her actions.		1	Tell about		written form.	
		when and why	Why did they		1	someone I	Suggesting		
		we throw/hit	do this?		1	know and no	improvements	They are	
		the ball into			1	longer see.	to others'	generally	
		spaces on their		1			work, using	confident in	
		opponents'			1	Recognise how	musical	reading aloud,	
		side of the			1	friendships	vocabulary.	and in using	
		court.			1	change.	Singing and	_	
		court.			1	change.		reference	
		Vee: 30 4:			1	l la dante e d	playing in time	materials.	
		Year 3&4:			1	Understand	with peers		
		Dance (Wild			1	what having a	with accuracy	Writing skill:	
		Animals)			1	girl/boyfriend	and awareness	Most learners	
		*Ch. can		1		might mean.	of their part in		
		respond to			1	1	the group	can write some	
		stimuli,			1	Know how to	performance.	familiar simple	
		creating dance		1		show love and		sentences and	
		_			1	appreciate to	Dlaving	words using a	
		sequences			1		Playing	model and	
	1	1	1	1	1	people and	syncopated	model and	l

	with a partner		animals who	rhythms with	write some	
	in character.		are special to	accuracy,	familiar words	
			me.	control and		
	*Children can		me.	fluency.	from memory.	
				nuency.		
	link dance				Intercultural	
	actions to				skill:	
	make short				Most learners	
	creative				can talk about	
	dances when				some	
	working with a				celebrations/tr	
	partner or in a				aditions and	
	small group					
	(applying a				compare	
	broad range of				aspects of	
	movement				everyday life at	
	skills).				home and	
	SKIIIS).				abroad. They	
	*Children can				can also	
					identify	
	use a range of				similarities in	
	expressive				traditional	
	language to				stories/songs.	
	describe				3121.30/301183.	
	dance.					
	* Children can					
	recognize					
	unison and					
	canon.					
	canon.					
	* Children can					
	* Children can					
	perform					
	dances using a					
	range of					
	movement					
	patterns.					
	And Net/wall					
	games					
	(Tennis)					
	*Children can					
	throw/hit the					
	ball into space					
	on their					
	opponents'					
	side of the					
	court.					
	*After playing					
	a shot children					
	return to a					
	ready position,					
	ready to					
	return the					
	ball.					
	*Pupils					
	develop their					
	understanding					
	of where,					
	when and why					
	we throw/hit					
	the ball into					
	spaces on their					
	opponents'					
	side of the					
	court.					
	court.					
	*c c					
	*Ch. Can apply					
	forehand and					
	backhand shot					
	in a mini					
	game.					
	Year 4:					
	Gymnastics					
	(Rolling)					
	*Children can					
1	identify and					
	show at least 2	i l				

	different types				
	of rolls				
	(forwards,				
	backwards,				
	sideways) and understand				
	that they can				
	be performed				
	in different				
	directions and				
	different speeds.				
	эрссия.				
	* 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.				
	*Children				
	observe and describe				
	movements of				
	others using				
	appropriate				
	appropriate language.				
	language.				
	language. And				
	language. And Net/wall				
	language. And Net/wall games				
	language. And Net/wall games (Tennis)				
	language. And Net/wall games				
	And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot				
	And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini				
	And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot				
	And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game.				
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	And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents'				
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	And Net/wall games (Tennis) *Ch. can apply forehand and backhand shot in a mini game. *Ch. Can hit the ball into space on their opponents' side of the court and return to ready position every time. * Pupils apply an accurate understanding of where, when and why we hit the ball				
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Years 5 and 6 (Cycle A)

Summer 1st half term

						an term			<i>.</i>
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips / Visitors
How Do Humans Use the Amazon	Living Things and Their Habitats	Year 5: Swimming &	What Can Be Done To Reduce	Selection in Quizzes (on Scratch)	DT – Microbit Temperature Monitors	Relationships Year 5:	Looping and Remixing	tbc	See the Trip Planner document:
Forest?	Describe the	Athletics *Children can	Racism? What Can We Learn	Experiment	Know that a	Explain how to	Perform a looped body		Tuin
	differences in	sustain their	From Religious	with a repeat-	prototype is a	stay safe when using	percussion		Trip Planner.docx
	the life cycles	pace over	and Non-	until loop.	3D model	technology to	rhythm;		Tidillier.docx
Know the key	of a mammal,	longer	Religious	until loop.	made out of	communicate	keeping in		
features of the	an amphibian,	distances and	Worldviews	Use a condition	cheap	with my	time with their		
Amazon	an insect and a	run more	cont.?	in an	materials, that	friends	group.		
Rainforest.	bird.	rhythmically.		'ifthenelse	allows us to				
			Describe	statement to	test design	Recognise and	Use loops to		
	Describe the	*Children	simply two	produce a given	ideas and	resist	create a whole		
	life process of	know and	examples of	outcome.	make better	pressures to	piece of music,		
Explain what	reproduction	understand	racism,		decisions.	use technology	ensuring that		
deforestation	in some plants	the basic	describing	Show that a		in ways that	the different		
is and its	and animals.	principles of	what is unfair	condition can	Apply the	may be risky or	aspects of		
impacts.		relay take over ('upsweep'	or unjust in each case	flow in one of	results of research to	cause harm to myself or	music work together.		
		method) and	each case	two ways.	further inform	others.	together.		
		take part in		Use a condition	your design	ouicis.	Play the first		
Describe how		relays.		in an	criteria.	Year 6:	section of		
tribes and		,-	Choose some	'ifthenelse'		Recognise	'Somewhere		
nontribal		*Children can	examples of	statement to		when people	Over the		
people use the		throw (over-	the teaching of	produce given		are trying to	Rainbow' with		
rainforest.		arm) with	sacred texts	outcomes.		gain power or	accuracy.		
		greater control	about justice			control.			
		and accuracy.	and say what				Choose a		
			they think			Demonstrate	suitable		
		*Children can	about the			ways I could	fragment of		
		perform a	meanings of			stand up for	music and be		
		range of jumps showing	these texts			myself and my friends in	able to play it along to the		
		control and				situations	backbeat.		
		consistency at				where others	backbeat.		
		take-off and	Describe links			are trying to	Perform a		
		landing.	between			gain power or	piece with		
			religious			control.	some structure		
		*Children can	teaching and			(Yr6)	and two		
		organize	practice and				different		
		themselves in	the struggle to				loops.		
		small groups	reduce racism,						
		safely	giving simple						
		(measure	examples						
		distance, time							
		each other);							
		identify good							
		points when others							
		perform and							
		suggest ways							
		of improving.							
		Year 5&6:							
		Invasion							
		Games							
		(Football)							
		*Children							
		demonstrate a							
		range of							
		controlled							
		passing,							
		receiving, dribbling and							
		aribbillig alld	1	İ					Ī
		striking skille							
		striking skills when kicking a							
		striking skills when kicking a ball and							

Challeren knop and understand the positions they position they position they position they position they position they position they position they position they position they position they grade they conting a player or a tench codessis, codessis, codessis, codessis, deferren they conting t						
gene. 'Culture land and understand the positions and understand the positions of the positions of the position of the positio		them in a				
*Charter workers and understand the positions throp you want disting and defending assignanting as process the position of th						
know and understand the positions they specific attacking and defending a oliver of a space, litter-capting, money into a spece and shooting! "Children show understanding of here to spece and shooting! "Children show understanding of here to spece and shooting! "Children show understanding of here to spece and sp		ŭ				
understand the passures tree projection tree projection attacking and deforming static (reverse projection pro		*Children				
the positions they have add the definition and definition and definition and definition						
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attacking and defending stills (pre-tring) and stills (pre-tring) as a pace, intercepting, dougling, moving this administration of the pace of the pac						
definding all imaring a player of a intercepting degree of a intercepting degree of a degr						
a player or a space, and a space and space and space and shouting, and space and shouting, and space and shouting, and space and shouting, and space and shouting, and space and shouting, and space and shouting, and space and space and shouting, and space a						
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intercepting, dodging, moving into a live of the control of the co						
moving into a space and shooting). "Children show understanding of how to organise their states of the states of						
space and shooting). "Children show understanding of how to organise their team into different team into		dodging,				
abooting) *Children stown of how to organise their team into different formations (teg: overload the atlant), And Net/wall games (administry) *Pupols are able to spay a refined ability to execute the correct rete ange of shots, with accuracy and consistency, *Pugils can demonstrate problem solving skills by creating a range of tactic, spaybring these games. *Pupils show respect as they colliderate want of the show respect as they colliderate want want want want						
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show understanding of how to organise their team their		snooting).				
show understanding of how to organise their team their		*Children				
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controlled passing, receiving, dribbling and striking skills when kicking a						
passing, receiving, dribbling and striking skills when kicking a						
receiving, dribbling and striking skills when kicking a						
dribbling and striking skills when kicking a		passing, receiving				
striking skills when kicking a		dribbling and				
when kicking a when kicking a		striking skills				
ball and bal		when kicking a				
<u> </u>	 	ball and	 		 	

1	implement				
	them in a				
	game.				
	0 .				
	*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).				
	*Children				
	show understanding				
	of how to				
	organise their				
	team into				
	different				
	formations (eg. 'overload'				
	the attack).				
	the uttacky.				
	And				
	Dance (The				
	Circus) *Children can				
	explore dance				
	and				
	movement				
	ideas				
	imaginatively,				
	including actions,				
	dynamics,				
	space and				
	relationship.				
	*Children can				
	respond to a				
	range of stimuli,				
	improvising				
	freely using a				
	range of				
	controlled movements				
	and patterns.				
	,				
	*Children can				
	select and use				
	a range of				
	compositional ideas				
	(dynamics,				
	pathways,				
	formations,				
	various				
	movement) to				
	create motifs that				
	demonstrate				
	their dance				
	idea.				

	*Children can				
	work as choreographer				
	s to produce a				
	dance for a				

valued				
audience.				
*Children ca	ı			
perform the				
created dance	e			
with clarity,				
control and				
sensitivity to				
the music,				
communicati	1			
g a dance				
idea.				
*Children ca	1			
use				
appropriate				
language and	l			
terminology t	0			
describe,				
interpret and				
evaluate				
dance.				



Years 5 and 6 (Cycle B)

History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips /
									Visitors
Children's	Light	Year 5:	What	Year 5:	DT –	Relationship	Samba and	By the end of	See the
Lives in		Swimming &	Difference		Playground	s	Carnival	2024.25	Trip Planne
WW1 &	Recognise	Athletics	Does It		Architects		Sounds and	Listening skill:	document
WW2	that light	*Children can	Make To		(Condensed)	Year 5:	Instruments	Most learners	
	appears to	sustain their	Believe In	Year 6 -		Explain how		understand	
Continue to	travel in	pace over	Ahimsa	Transition	Design a	to stay safe	Recognising	the main	
develop a	straight	longer	(Harmlessne	unit KS2-KS3	playground	when using	and	points and	Trip
chronologica	lines.	distances and run more	ss), Grace	with	featuring a	technology	discussing	some of the detail from a	Trip
lly secure	Orași de Adam	rhythmically.	(The	Microbits	variety of	to	the stylistic	spoken	<u>Planner.do</u>
knowledge	Use the idea	,	Generosity	I I and a section of	different	communicat	features of	passage made	
and	that light	*Children	Of God), And Ummah	Understand how variables	structures.	e with my	different	up of familiar	
understandin	travels in	know and			Consider	friends	genres,	language in	
g of British, local and	straight lines to explain	understand	(Community	and inputs can be used	Consider effective and	Pocognico	styles and traditions of	simple	
world	that objects	the basic principles of)?	on the	ineffective	Recognise and resist	music using	sentences. They have the	
history,	are seen	relay take over	Make	micro:bit to	designs.	pressures to	musical	confidence to	
establishing	because they	('upsweep'	connections	create a	uesigns.	use	vocabulary.	listen to longer	
clear	give out or	method) and	between	sports	Build a range	technology	vocabalary.	texts that	
narratives	reflect light	take part in	beliefs and	counter	of play	in ways that	Identifying	contain	
within the	into the eye.	relays.	behaviour in	Counter	apparatus	may be risky	common	familiar	
periods they	mito the eye.	*Children can	different	Create an	structures	or cause	features	language and pick out some	
study	Explain that	throw (over-	religions.	algorithm for	drawing	harm to	between	key points.	
,	we see	arm) with	Make	a sport	upon new	myself or	different	They can	
Note	things	greater control	connections	counter, and	and prior	others.	genres,	identify	
connections,	because light	and accuracy.	between	code, run and	knowledge		styles and	specific sounds	
contrasts	travels from	*Children can	belief in	evaluate the	of structures.	Year 6:	traditions of	in familiar and unfamiliar	
and trends	light sources	perform a	ahimsa,	use of the		Recognise	music.	words. Most	
over time	to our eyes	range of jumps	grace and	micro:bit to	Measure,	when people	Recognising,	learners	
- Construct	or from light	showing	Ummah,	count	mark and cut	are trying to	naming and	understand	
informed	sources to	control and	teachings	activities	wood to	gain power	explaining	and follow a	
responses	objects and	consistency at	and sources		create a	or control.	the effect of	range of	
that involve	then to our	take-off and landing.	of wisdom in	(2 lessons)	range of		the	classroom instructions.	
thoughtful	eyes.	ianung.	the three		structures.	Demonstrate	interrelated	mstructions.	
selection and		*Children can	religions.			ways I could	dimensions	Speaking skill:	
organisation	Use the idea	organize	Describe the		Use a range	stand up for	of music.	Most learners	
of relevant	that light	themselves in	impact of		of materials	myself and		take part in a	
historical	travels in	small groups	some of		to reinforce	my friends in	Using	simple	
information	straight lines	safely (measure	Gandhi's		and add	situations	musical	conversation using familiar	
	to explain	distance, time	principles		decoration	where	vocabulary	structures and	
Understand	why	each other);	and show		to	others are	to discuss	vocabulary and	
how our	shadows	identify good	how his		structures.	trying to gain	the purpose	express their	
knowledge	have the	points when	words can			power or	of a piece of	opinions. Most	
of the past is	same shape	others	be used to		Improve a	control.	music.	learners can make a short	
constructed -	as the	perform and suggest ways	address		design plan	(Yr6)	Beginning to	presentation	
from a range	objects that	of improving.	contemporar		based on		improvise	using a model.	
of sources	cast them.		y situations		peer		musically	Their	
Charles			Explain the		evaluation.		within a	pronunciation	
Study an		Year 5&6:	connection		Tost and		given style.	and intonation	
aspect in		Invasion	between the		Test and		Creating	should be	
British bistory that		Games (Football)	work of Hindu		adapt a		Creating a	more accurate. Most learners	
history that		*Children			design to		piece of	will use simple	
extends		demonstrate a	charities to		improve it as		music with at least four	conjunctions	
pupils' chronologica		range of	the Hindu		it is developed.		different	to build more	
		controlled	concepts of		uevelopeu.			complex	
l knowledge		passing,	sewa (service) and		Identify what		layers and a clear	sentences and	
beyond 1066		receiving, dribbling and	ahimsa		makes a		structure.	present information to	
		striking skills	ammod		makes a		structure.	others. They	
		when kicking a						can perform a	

Г	T		Ι			Ι .	
	ball and	(harmlessnes		successful	Suggesting	role-play with	
	implement	s).		structure.	improvemen	confidence and	
	them in a	Make			ts to others'	with accuracy.	
	game.	connections			work, using		
	*61.11.1	between			musical	Reading skill:	
	*Children know and	beliefs and			vocabulary.	Most learners	
		behaviour in			Singing and	can read and understand	
	understand the positions					some of the	
	· ·	Christian			playing in		
	they play and	religion.			time with	main points from short	
	show specific attacking and	Make			peers with	texts in	
	defending	connections			accuracy and	familiar	
	skills (marking	between			awareness of	context.	
	a player or a	belief in the			their part in	They develop	
	space,	grace of God			the group	their reading	
	intercepting,	teachings			performance	skills by re-	
	dodging,	and sources			periormance	reading a	
	moving into a				•	range of short	
	space and	of wisdom in				texts.	
	shooting).	the three			Playing		
		religions.			syncopated	Writing skill:	
	*Children	Outline the			rhythms with	Most learners	
	show	challenges of			accuracy,	write a few	
	understanding	being a			control and	sentences	
	of how to	Hindu,			fluency.	using a model	
1	organise their	Christian or			nucitcy.	on a familiar	
	team into					topic, adapting	
	different	Muslim in				language that	
	formations	Britain				they have	
	(eg. 'overload'	today.				already learnt.	
	the attack).	Consider				They	
		similarities				understand	
	And	and				how a simple	
		differences				sentence is	
1	Net/wall	between				written and	
	games	beliefs and				begin to use	
	(Badminton)					pronouns and	
		behaviour in				adjectives that	
	*Pupils are	different				change with	
	able to apply a	faiths.				gender.	
	refined ability	Describe				Children revisit	
	to execute the	some of the				and	
	correct	impacts of				consolidate	
	technique for	religious				words and	
	a range of	commitment				structures	
	shots, with					learnt	
	accuracy and	s on life.				previously, and	
	consistency.	Debate and				build on this	
	*D!!	give reasons				prior learning.	
	*Pupils can	for decisions				They can use a	
	demonstrate	about a				dictionary to check the	
	problem	religious					
	solving skills by creating a	issue: what				spelling of words.	
	range of	matters				worus.	
	tactics,					Intercultural	
	applying these	most in the				skill:	
	to their	worldwide				Most learners	
1	games.	Muslim				can talk about	
	gaines.	community?				the	
	*Pupils show	Explain links				country/countr	
	respect as they	between the				ies where the	
	collaborate	stories of				language is	
	with others	Jesus and				spoken.	
	and play by					Spoken.	
	the rules.	the chosen					
	and rules.	leader using					
1	Year 6:	the concepts					
	Invasion	of grace,					
	Games	generosity					
	(Football)	and					
	*Children	forgiveness.					
I	demonstrate a	ioigiveness.					
	ucmonstrate d						
	range of					Ī	l .
	range of						
	controlled						
	controlled passing,						
	controlled passing, receiving,						
	controlled passing,						

	when kicking a				
	ball and				
	implement				
	them in a				
	game.				
	*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).				
	*Children				
	show				
	understanding				
	of how to				
	organise their				
	team into different				
	formations				
	(eg. 'overload'				
	the attack).				
	And				
	Dance /The				
	Dance (The Circus)				
	*Children can				
	explore dance				
	and				
	movement				
	ideas				
	imaginatively,				
	including actions,				
	dynamics,				
	space and				
	relationship.				
	*Children can				
	respond to a				
	range of				
	stimuli, improvising				
	freely using a				
	range of				
1	controlled				
	movements				
1	and patterns.				
1	*Children see				
1	*Children can select and use				
1	a range of				
	compositional				
1	ideas				
1	(dynamics,				
1	pathways,				
	formations,				
	various				
1	movement) to				
1	create motifs that				
1	demonstrate				
	their dance				
1	idea.				
1					
	*Children can				
	work as				
	choreographer	1	1		

s to produce a				
dance for a				
valued				
audience.				
*Children can				
perform the				
created dance				
with clarity,				
control and				
sensitivity to				
the music,				
communicatin				
g a dance				
idea.				
*Children can				
use				
appropriate				
language and				
terminology to				
describe,				
interpret and				
evaluate				
dance.				



Summer 2nd 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
Great Sea / Space	Super Scientists &	Year 1: Ball skills	How Should We Care For	Animation	Art – Water colour	Changing Me	Under the Sea	See the Trip Planner
Explorers	Innovative	(Racket, bat	Others and	Choose	painting –	Year 1:	Create	document:
	Inventors	and ball)	The World,	background.	Turner and the	Identify the	movements	
Develop		*Children can	and Why Does		Sea	parts of the	that match the	Trip
historical	At our annual	push(dribble) a	It Matter?			body that	music,	Planner.docx
knowledge and	Science	ball with a	Christians/Mu		Know the work	make boys	explaining why	
understanding	Celebration,	racket showing	slims &	Select, copy	of famous	different to	they are	
of the lives and	we will be	control.	Jewish)	and paste	British painter	girls and can	moving in that	
significance of	presenting:	*61 1 1	(Living)	frames.	JMW Turner	use the correct	way.	
Christopher Columbus and	Class	*Ch. develop	Ciua avamalas		Understand	names for these.	Idontific	
Neil	Class publishing on a	pushing (and hitting) a ball	Give examples what Jesus		how to use	triese.	Identify descriptive	
Armstrong.	Super Scientist	(with a racket)	said about the	Add own	watercolour	Respect my	sounds within	
Arristrong.	or Innovative	towards a	importance of	objects to the	paint	body and	the music.	
	Inventor linked	target.	people	animation.	effectively	understand	the masic.	
	to our science	tal get.	реоріс	dimidation	circuitely	which parts	Recreate and	
Discover some	topics this	* Ch.			Create a	are private.	then adapt	
navigation	year.	understand			seascape		descriptive	
techniques	· ·	the meaning of	Describe how	Create multiple	painting using	Year 2:	sounds heard	
	A class project	aiming, power	Mother Teresa	frames.	multiple paint	Recognise the	using their	
	to	and control,	have put their		techniques	physical	voice or body.	
	demonstrate	and know how	beliefs into			differences		
make	our science	to utilise these	action			between boys	Make	
comparisons	skills: curiosity,	skills to be				and girls, use	appropriate	
across	experimentati	successful.				the correct	instrument	
different eras.	on,	A1	City that a sum			names for	choices to	
	observation, invention.	And Attack and	Give their own answer to the			parts of the body.	represent a descriptive	
	invention.	Defense	unit question,			body.	sound.	
		(Games for	giving simple			Appreciate	Souriu.	
		understanding	reasons for			that some	Control	
) *Pupils are	their answers			parts of my	instruments	
		able to run				body are	and voices to	
		and stay in a				private.	make both	
		space,					quiet and loud	
		changing				Say what I	sounds.	
		direction and				like/don't like		
		speed to avoid				about being a	Follow simple	
		the				boy/girl.	instructions	
		defenders.					during a group	
		* 14/1					performance.	
		* When					Crooto their	
		defending, pupils can					Create their own graphic	
		successfully					score and play	
		make a tag.					from it.	
		make a tag.						
		* Pupils start					Make more	
		to create and					than one	
		apply simple					sound on their	
		tactics for					instrument	
		attacking and					and with their	
		defending.					voice	
		* Pupils						
		understand						
		that the rules						
		are important						
		in a game.						
		Or						
		Health and						
		Well-being		1		İ	l	

	*Pupils			
	demonstrate a			
	basic			
	understanding			
	of agility,			
	balance and			
	coordination			
	and why they			
	are important.			
	*Ch. can			
	perform and			
	complete			
	circuits on			
	their own and			
	collaborate by			
	supporting			
	their peers.			
	Year 1&2:			
	Ball Skills			
	(Racket, bat	1		
	and ball)			
	*Children can	1		
	push(dribble) a	1		
	ball with a			
	racket showing			
	increasing			
	control.			
	control.			
	*0			
	*Ch. can hit a			
	ball with a			
	racket with			
	power.			
	* Ch. can hit			
	and develop			
1	nuching a hall			
	pushing a ball			
	(with a racket)			
	(with a racket) towards a			
	(with a racket)			
	(with a racket) towards a target.			
	(with a racket) towards a			
	(with a racket) towards a target.			
	(with a racket) towards a target.			
	(with a racket) towards a target. And Attack and			
	(with a racket) towards a target. And Attack and Defence			
	(with a racket) towards a target. And Attack and Defence (Games for			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding			
	(with a racket) towards a target. And Attack and Defence (Games for			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding)			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space,			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders.			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending,			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending,			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag.			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and defending, and defending.			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and defending. * Pupils			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and defending. * Pupils understand			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and defending. * Pupils understand that the rules			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and defending. * Pupils understand that the rules are important			
	(with a racket) towards a target. And Attack and Defence (Games for Understanding) *Pupils are able to run and stay in a space, changing direction and speed to avoid the defenders. * When defending, pupils can successfully make a tag. * Pupils start to create and apply simple tactics for attacking and defending. * Pupils understand that the rules			

Note 2 Ball Stills (Backet, bat Chick on Combate Balling and (roth a robot) power and power and power and power and control. * "uplish town how to use a bet selfet to unitie (pit) there are not diversing the ball away from finities. * "pogls will understand unity is so the limit to ball into space and asoly this as they out- int the ball into space and asoly this as they out- opponents. And Well being **On. can nove showing reflect signify, continuation, applying these elements of the continuation, applying these elements of the continuation, applying these elements of the continuation, applying these elements of the continuation, applying these elements of the continuation, applying these elements of the continuation and only they are important. **Ch. Enter to improve their performace. **Ch. Texture to improve their performace. **Ch					
Ball Skills (Ricket, bat and Sall) and Sall) combine bhitting a ball pioth a racked with accurate, control of the securate, control of the securate, control of the securate, control of the securate, control of the securate, control of the securate, control of the securate, control of the securate, control of the securate, control of the securate, control of the securate se		Year 2:			
Indicate, bast and ball) "On can histing a ball livith a racket) with accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy, programmy and accuracy					
and sail "On. can contains "It asked with accuracy, power and centrol. "Pupis know how to use a bot sariely to when the ball and year, directing the ball away from finders. "Pupis will understand apply the at the young "Cr. can move altworing "Cr. can move altworing "Cr. can move altworing "Cr. can move altworing refined agillo, to contain, applying the elements of finders "Pupis demonstrate a xtoning understanding of nightly, although and and with the accordination, and with the accordination, applying the elements of finders "Typic demonstrate a xtoning understanding of nightly, although and and with the accordination and with the accordination and with the accordination and with the coordination and with the accordination and with					
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strong understanding					
understanding					
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Of White Hidres		of what makes		İ	

an effective team.			
*Ch. can communicate with others on their team (share ideas and listen when others speak).			
*Ch. create and apply simple strategies to complete the task working together.			



Years 1 and 2 (Cycle B)

Summer 2nd half term

***			'	Julillille 1	Liid iidii (
History	Science	P.E.	R.E.	Computing	DT	PSHE	Music	Trips
Great Changemake	Super Scientists &	Year 1: Ball skills (Racket, bat	Who is Jewish and	Programming Quizzes	DT – Constructing	Changing Me	Dynamics, timbre,	See the Trip Planner
rs in History	Innovative	and ball)	What Do	-1	a windmill		tempo and	document:
	Inventors	*Children can	They	Choose a		Year 1:	motifs	
		push(dribble) a	Believe?	series of		Identify the	(Theme:	<u>Trip</u>
		ball with a	(Believing)	words that		parts of the	Space)	<u>Planner.docx</u>
		racket showing		can be		body that		
		control.	Know how	enacted as a		make boys	Recognising	
		*Ch. develop	the mezuzah	sequence.		different to	timbre	
		pushing (and	at home	e odata odan		girls and can	changes in	
		hitting) a ball	reminds	Explain what		use the	music they	
		(with a racket)	Jewish	happens		correct	listen to.	
		towards a	people	when we		names for	Recognising	
		target.	about God (A3).	change the order of		these.	structural features in	
		* Ch.	(A5).	instructions.		Pospost my		
		understand	Ask good	mstructions.		Respect my body and	music they listen to.	
		the meaning of	Ask good questions	Choose a		understand	Listen to.	
		aiming, power	about how	series of		which parts	and	
		and control,	Jewish	commands		are private.	recognising	
		and know how to utilise these	artefacts are	that can be		are private.	instrumentat	
		skills to be	used and	run as a		Year 2:	ion.	
		successful.	their	program.		Recognise	Beginning to	
			meaning	рговгани		the physical	use musical	
		And		Trace a		differences	vocabulary	
		Attack and	Talk about	sequence to		between	to describe	
		Defense (Games for	how Shabbat	make a		boys and	music.	
		understanding	is a	prediction.		girls, use the	Suggesting	
) *Pupils are	special day	Test a		correct	improvemen	
		able to run	of the week	prediction by		names for	ts to their	
		and stay in a	for	running the		parts of the	own and	
		space, changing	Jewish	sequence.		body.	others' work.	
		direction and	people				Selecting and	
		speed to avoid		Create and		Appreciate	creating	
		the	Give some	debug a		that some	longer	
		defenders.	examples of	program that		parts of my	sequences of	
		* When	what	I have		body are	appropriate	
		defending,	Jewish	written.		private.	sounds with	
		pupils can	people might				voices or	
		successfully	do to	Run a		Say what I	instruments	
		make a tag.	celebrate Shabbat.	program on a		like/don't	to represent	
		* Pupils start	Silabbat.	device.		like about	a given idea or character.	
		to create and	Re-tell a			being a boy/girl.	Successfully	
		apply simple	story that			boy/giri.	combining	
		tactics for	shows what				and layering	
		attacking and	Jewish				several	
		defending.	people at				instrumental	
		* Pupils	the festivals				and vocal	
		understand	of				patterns	
		that the rules	Chanukah				within a	
		are important	might think				given	
		in a game.	about				structure.	
		Or	God,				Creating	
		Health and	suggesting				simple	
		Well-being	what it				melodies	
		*Pupils	means.				from five or	
		demonstrate a					more notes.	

	basic			Choosing	
	understanding			appropriate	
	of agility,				
	balance and			dynamics,	
	coordination			tempo and	
	and why they			timbre for a	
	are important.			piece of	
	· ·			music. Using	
	*Ch. can			letter name	
	perform and			and graphic	
	complete				
	circuits on			notation to	
	their own and			represent	
	collaborate by			the details of	
	supporting			their	
	their peers.			composition.	
	then peers			Beginning to	
	Year 1&2:			suggest	
	Ball Skills			improvemen	
	(Racket, bat			ts to their	
	and ball)			own work.	
	*Children can			Using their	
	push(dribble) a			voices	
	ball with a			expressively	
	racket showing				
	increasing			when	
	control.			singing,	
	control.			including the	
	*Ch. can hit a			use of basic	
1	ball with a			dynamics	
1	racket with			(loud and	
	power.			quiet).	
	* Ch. can hit			Performing	
				expressively	
	and develop			using	
	pushing a ball			dynamics	
	(with a racket)			and timbre	
	towards a				
	target.			to alter	
				sounds as	
	And			appropriate.	
	Attack and				
	Defence				
	(Games for				
	Understanding				
)				
	*Pupils are				
	able to run				
	and stay in a				
	space,				
	changing				
	direction and				
	speed to avoid				
	the				
	defenders.				
	* 111				
1	* When				
	defending,				
1	pupils can				
	successfully				
	make a tag.				
	** "				
	* Pupils start				
1	to create and				
	apply simple				
	tactics for				
	attacking and				
	defending.				
	* Pupils				
	understand				
	that the rules				
	are important				
	in a game.				
	Year 2:				

	Ball Skills			
	(Racket, bat			
	and ball)			
	*Ch. can			
	combine			
	hitting a ball			
	(with a racket)			
	with accuracy,			
	power and			
	control.			
	*Pupils know			
	how to use a			
	bat safely to			
	strike (hit)			
	their ball into			
	space,			
	directing the			
	ball away from			
'	fielders.			
	neiders.			
	*Pupils will			
	understand			
	why it is so			
	important to			
	hit the ball			
	into space and			
	apply this as			
	they outwit			
	their			
	opponents.			
	And			
	Well-being			
	*Ch. can move			
	showing			
	refined agility,			
	balance and			
	coordination,			
	applying these			
	elements of			
	fitness in			
	activities and			
	within circuit			
	challenges.			
	* Pupils			
	demonstrate a			
	strong			
	understanding			
	of agility,			
	balance and			
	coordination			
	and why they			
	are important.			
	*Ch. strive to			
	improve their			
	performance.			
	Or			
-	Team building			
	*Pupils			
	develop and			
	apply			
	teamwork			
	skills in pairs			
	and small			
	teams to			
	complete set			
	challenges			
	successfully.			
	successibility.			
	*Pupils			
	demonstrate a			
	strong			
	understanding			
	of what makes			

an effective			
team.			
*Ch. can			
communicate			
with others on			
their team			
(share ideas			
and listen			
when others			
speak).			
spearly.			
*Ch. create			
and apply			
simple			
strategies to			
complete the			
task working			
together.			
together.			



Years 3 and 4 (Cycle A)

<u> </u>					11161 2 11	an term			
Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips /
									Visitors
Roman Britain	Super	Outdoor:	How do family	Audio Editing	Art –	Changing Me	Traditional	tbc	See the
(Geography	Scientists &	Athletics – Yr	life and		Abstract	Year 3 -	Indian Music		Trip Planner
focus)	Innovative	3	festivals show		Expressionism				document:
	Inventors	*Children can	what matters	Choose buttons	 Painting and 	Understand	Verbalise		
Develop a		run at fast,	to Jewish	to start and	Sculpture	that in animals	feelings about		Trip
chronologically	At our annual	medium and	people?	stop recording.		and humans	music and		Planner.docx
secure	Science Celebration,	slow speeds	(Living)			lots of changes	identify likes		
understanding of British	we will be	and are able to change speed	Make links	Know where	Know the	happen (when	and dislikes.		
history just	presenting:	and direction.	between the	the microphone	historical	babies grow).	Read musical		
before and	presenting.	and direction.	Exodus story	is.	context and	Explain	notation and		
during the	Class	*Children can	and Jewish	Locate the	some key	feelings abut a	play the		
Roman	publishing on a	demonstrate	beliefs about	recorded audio.	artists of the	new baby and	correct notes		
invasion and	Super Scientist	different	God and his	recorded addict	Abstract	how to	of the rag.		
conquest.	or Innovative	combinations	relationship	Playback audio.	Expressionism	nurture a	_		
	Inventor linked	of jumps (hop,	with the	, ·	movement	baby.	Improvise		
	to our science	skip, bounce).	Jewish people.	Select a section			along to a		
	topics this			of audio.		Understand	drone and tal.		
Understand	year.	*Children can	Describe how			girls' and boys'			1
how our		throw a range	Jewish people	Delete sections	Use intention	bodies need to	Play a rag and		1
knowledge of	A class project	of equipment	show their	of audio.	and movement	change when	a tal accurately		1
the past is	to	consistently	beliefs through		to create	they grow up.	alongside a		
constructed from a range	demonstrate our science	and accurately (distance and	worship in festivals, both	Apply sound	expressive	Recognise	drone.		
of sources.	skills: curiosity,	accuracy).	at home and in	effects to	paintings	stereotypical	Sing accurately		
or sources.	experimentati	accuracy).	the	audio.		ideas about	from musical		
	on,		community.	Save/export		parenting and	notation and		
	observation,	Net/wall	community.	audio file.	Create a	family roles.	lyrics.		
	invention.	games	Explore and	addio file.	variety of	,	7		
		(Badminton)	suggest ideas		stable, sturdy	Identify what I	Sing and play		
			about what is		sculptures	am looking	in time with		
		*Ch. Can	worth		from different	forward to in	others with		
		demonstrate	celebrating		materials	Year 4.	some degree		
		'ready	and				of accuracy		
		position' and	remembering			Year 4 –	and awareness		
		understand it's	for Jewish			Understand	of each other's		
		importance.	people and in			personal	parts.		
		* Children can	pupil's own lives.			characteristics from my birth	Year 4 -		
		identify and	lives.			parents.	Adapting and		
		use				parents.	Transposing		
		appropriate				Describe how	Motifs		
		forehand and				a girl's body			
		backhand				changes. Know	Learn a new		
		grips.				strategies to	song, singing in		
						cope with	time and in		1
		*Children can				physical and	tune while		
		make contact				emotional	following the		1
		with a shuttle				changes.	lyrics.		
		using an							
		overhead 				Know how the	Identify motifs		1
		action.				circle of	aurally and		1
		Voors 39 4.				change works.	play a		1
		Years 3&4: Athletics				Identify	repeated pattern on a		1
		*Pupils can				changes	tuned		1
		apply the				outside of my	instrument.		1
		correct				control.	sa amene		1
		technique for					Create and		1
		sprinting.					performing a		1
							motif, notating		1
		* Ch. explore					it with		1
		pacing and the					reasonable		1
		correct					accuracy.		1
		technique for							1
		pull throw-					Transpose		1
	Ī	javelin.	Ī	I	I	l	their motif,		1

* Children can perform a range of jumps in combination (hop, skip, bounce). * Children recognize that there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation. And Net/wall games (sadminton) * Ch. Can demonstrate ready position and understand it's importance. * Children can identify and use appropriate one for the situation.	
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use appropriate forehand and backhand	1
use appropriate forehand and backhand	i
appropriate forehand and backhand	Ī
forehand and backhand	i
backhand	i
	i
	1
grips.	i
	1
*Children can	i
make contact	i
with a shuttle	i
using an	i
overhead	i
	1
action.	1
	1
Year 4:	1
Striking and	1
Fielding	Ī
(Cricket)	Ī
*Children can	Ī
perform the	Ī
basic skills	Ī
	Ī
needed for the	Ī
game with	Ī
increasing	Ī
control and	Ī
confidence	Ī
(bowling,	Ī
striking,	Ī
fielding).	Ī
ncomg).	Ī
*Children and	Ī
*Children can	Ī
throw	Ī
accurately and	Ī
be reliable be reliable	Ī
'bowlers'	Ī
('feeders') of	Ī
the ball.	Ī
11000	•
*Children	l)
understand understand	l
and use rules	ļ
and keep	
games going	
without	
disputes.	
Copies	

And Ahletics *Children can run at different speeds smoothly and with consistency. *Children can demonstrate throws with some accuracy and power into a target area (pull and push throw). *Children can perform a range of jumps, showing consistent techniques. *Children recognise that three are different styles of running, jumping and throwing and throwing and throwing and that they need to choose the appropriate one for the situation				
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that they need to choose the appropriate one for the	throwing and			
to choose the appropriate one for the				
appropriate one for the				
one for the				
JicuatiOII.	situation.			



Years 3 and 4 (Cycle B)

Geography	Science	P.E.	R.E.	Computing	DT	PSHE	Music	French	Trips
Mountains	Super	Outdoor:	Why is the	Data Loggers	DT Digital	Changing Me	Adapting and	By the end of	See the
	Scientists &	Athletics – Yr	Bible so		World	Year 3 -	Transposing	2024.25	Trip Planne
	Innovative	3	important for		Electric		Motifs		document
	Inventors	*Children can	Christians	use a digital	Charms	Understand		Listening skill:	
		run at fast,	today?	device to		that in animals	Recognising	Most learners	Trip
		medium and	(Believing)	collect data	Problem	and humans	the use and	can	Planner.do
	At our annual	slow speeds		automatically.	solving by	lots of changes	development	understand	
	Science	and are able to	Describe what	choose how	suggesting	happen (when	of motifs in	and respond to	
	Celebration,	change speed	Christians	often to	potential	babies grow).	music.	familiar	
	we will be	and direction.	and/or people	automatically	features on a		Identifying	spoken words,	
	presenting:		from other	collect data	Micro:bit	Explain	gradual		
		*Children can	religions	samples.		feelings abut a	dynamic and	phrases and	
	Class	demonstrate	believe makes		Justifying my	new baby and	tempo changes	sentences.	
	publishing on a	different	their book	Use a set of	ideas.	how to	within a piece	They	
	Super Scientist	combinations	sacred or holy.	logged data to		nurture a	of music.	understand	
	or Innovative	of jumps (hop,		find	Develop design	baby.	Identifying	basic	
	Inventor linked	skip, bounce).	Describe how	information.	ideas for a		common	classroom	
	to our science		the bible is		technology	Understand	features	instructions.	
	topics this	*Children can	divided into	Use a computer	pouch.	girls' and boys'	between	Most learners	
	year.	throw a range	books,	program to sort	D	bodies need to	different	should be able	
	A class 1 1	of equipment	chapters and	data by one	Draw and	change when	genres, styles	to hear and	
	A class project	consistently	verses, and	attribute.	manipulate 2D	they grow up.	and traditions	learn about	
	to	and accurately	arranged in		shapes, using	Door !	of music.	the different	
	demonstrate	(distance and	two	Export	computer-	Recognise	Recognising,	sounds in	
	our science	accuracy).	'Testaments.'	information in	aided design,	stereotypical	naming and	French.	
	skills: curiosity,			different	to produce a	ideas about	explaining the	Trench.	
	experimentati	/ "	Describe some	formats.	point-of-sale	parenting and	effect of the		
	on,	Net/wall	things that		badge.	family roles.	interrelated	Speaking skill:	
	observation, invention.	games	Christians find		Hara a kamanlaka	(4	dimensions of	Most learners	
	invention.	(Badminton)	helpful about		Use a template to cut and	Identify what I	music.	can	
		*Ch Con	reading their		assemble the	am looking	Identifying	communicate	
		*Ch. Can	Bible?			forward to in	scaled	with simple	
		demonstrate 'ready	Look for		pouch.	Year 4.	dynamics (crescendo/de	questions and	
		position' and	similarities &		Following list	Year 4 –	crescendo)	phrases using	
		understand it's	differences		of design	Understand	within a piece	correct	
					_			pronunciation.	
		importance.	between their own ideas		requirements.	personal characteristics	of music. Using musical	They can also	
		* Children can	about God and		Select and use	from my birth	vocabulary to	enjoy and sing	
		identify and	some Christian		the	-	discuss the	some French	
		use	ideas.			parents.	purpose of a	songs. In the	
		appropriate	iueas.		appropriate tools and	Describe how	piece of music.	-	
		forehand and	Find out more		equipment for	a girl's body		reading skill,	
		backhand	about the			-	Composing a	most learners	
		grips.	ways		cutting, joining,	changes. Know strategies to	coherent piece of music in a	can recognise	
	1	grips.	Christians		shaping and	cope with	given style	and	
		*Children can	think of God		decorating a	physical and	with voices,	understand	
		make contact	and see the		foam pouch.	emotional	bodies and	some familiar	
		with a shuttle	world.		ioani poucii.	changes.	instruments.	words and	
		using an	world.		Apply	changes.	Beginning to	phrases in	
		overhead	Describe the		functional	Know how the		written form.	
		action.	story of		features.	circle of	improvise musically	They are	
		action.	Genesis		icatules.	change works.	within a given	generally	
		Years 3&4:	chapter 1 and		Analyse and	change works.	style.	confident in	
		Athletics	think and talk		evaluate an	Identify	Developing	reading aloud,	
		*Pupils can	about the		existing	changes	melodies using	and in using	
		apply the	meaning of		product.	outside of my	rhythmic	reference	
		correct	temptation.		product.	control.	variation,		
		technique for	temptation.		Identify the	55.76101.	transposition,	materials.	
		sprinting.	Describe Jesus'		key features of		inversion, and		
		aprinting.	teaching about				looping. Using	Writing skill:	
		* Ch. explore	forgiveness.		a pouch.		letter name,	Most learners	
		pacing and the	TOTETVETTESS.				graphic and	can write some	
		correct					rhythmic	familiar simple	
		technique for					notation and	sentences and	
		pull throw-					musical	words using a	
		javelin.					vocabulary to	model and	
		javeiiii.	i	I	1	i	vocabulary to	model and	l

	la	bel and write some	
* Children can	rec	ord their familiar words	
perform a	com	positions. from memory.	
range of jumps	Su	ggesting	
in combination	impr	ovements Intercultural	
(hop, skip,	to ot	hers work, skill:	
bounce).	usin	g musical Most learners	
	voc	cabulary. can talk about	
*Children	Sin	ging and	
recognize that		ng in time	
there are		th poors	
different styles		aditions and	
of running,		compare	
jumping and		aspects of	
throwing and		everyday life at	
that they need		nome and	
to choose the		ing longer	
appropriate		ngs in a	
one for the		riety of	
situation.		ical styles	
Situation		traditional	
And		accuracy, stories/songs.	
7		ontrol,	
Net/wall		ncy and a	
games		veloping	
(Badminton)		ense of	
*Ch. Can		pression	
demonstrate	_	cluding	
ready		introl of	
position' and		e dynamic	
understand it's		e dynamic nanges.	
importance.		ng melody	
* Children	_	s on tuned	
* Children can	_	truments	
identify and	_	accuracy	
use		d control	
appropriate		developing	
forehand and		rumental	
backhand	teo	chnique.	
grips.			
*Children can			
make contact			
with a shuttle			
using an			
overhead			
action.			
Year 4:			
Striking and			
Frielding			
(Cricket)			
*Children can			
perform the			
basic skills			
needed for the			
game with			
increasing			
control and			
confidence			
(bowling,			
striking,			
fielding).			
<u> </u>			
*Children can			
throw			
accurately and			
be reliable			
'bowlers'			
('feeders') of			
the ball.			
the ball.			
*Children			
understand			
and use rules			
and keep			
games going			
without			

And Ahletics *Children can run at different speeds smoothly and with consistency. *Children can demonstrate throws with some accuracy and power into a target area (pull and push throw). *Children can perform a range of jumps, showing consistent techniques. *Children recognise that three are different styles of running, jumping and throwing and throwing and throwing and that they need to choose the appropriate one for the situation				
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to choose the appropriate one for the				
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JicuatiOII.	situation.			



Years 5 and 6 (Cycle A)

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

		*Children can							
		sustain their							
		pace over							
		longer distance.							
		uistalice.							
		*Children							
		know and							
		understand							
		the basic							
		principles of						1	

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

recognis symbols a feature:	and			
*Childre work increasin well in a g (team) wh roles ar responsibi	igly roup nere id dilities			
* Children able to ta leading r when wor with othe	are ke a ole king			



Years 5 and 6 (Cycle B)

Geography	Science	P.E.	R.E.	Computing	Art	PSHE	Music	French	Trips / Visitors
Geography Natural Disasters (Focus continent: Asia)	Super Scientists & Innovative Inventors	Year 5: Striking and Fielding Games (Cricket) & Athletics Year 5&6: Striking and Fielding Games (Cricket) & Athletics Year 6: Striking and Fielding Games (Cricket) & Athletics	What Difference Does It Make To Believe In Ahimsa, Grace And Ummah? (Living) Christianity, Hinduism, Islam. Continued from Summer 1	Programing – Sensing Movement To identify a variable in an existing program. Experiment with the value of an existing variable. Choose a name that identifies the role of a variable to make it more usable (to humans). Decide where in a program to set a variable. Update a variable with a user input.	Art – Contemporary Artists	PSHE Changing Me 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. Identify what I am looking forward to when I am in Year 6. Year 6: Describe how a baby develops from conception through the	Adapting and Transposing Motifs Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled	By the end of 2024.25 Listening skill: 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	Trips / Visitors See the Trip Planner document: Trip Planner.docx
				variable with a user input.		Describe how a baby develops from conception	interrelated dimensions of music. Identifying scaled dynamics (crescendo/de crescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Composing a coherent piece of music in a given style with voices, bodies and	specific sounds in familiar and unfamiliar words. Most learners understand and follow a range of classroom instructions. Speaking skill: Most learners take part in a simple conversation using familiar structures and vocabulary and express their opinions. Most	
							instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to	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	

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