



	Autumn Term		Spring Term		Summer Term	
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Science	<p>Properties and changes of materials</p> <p>Could you be the next CSI investigator?</p>	<p>Forces</p> <p>Can you feel the force?</p>	<p>Living things and their habitats</p> <p>Do all animals and plants start life as an egg?</p>	<p>Earth and Space</p> <p>Will we ever send another human to the moon?</p>	<p>Animals including humans</p> <p>How different will you be when you are as old as your parents?</p>	<p>Light</p> <p>How can you light up your life?</p>
National Curriculum Aims	<p>To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>To recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>To describe the life process of reproduction in some plants and animals</p>	<p>To describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>To describe the movement of the moon relative to the Earth</p> <p>To describe the sun, Earth and moon as approximately spherical bodies</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>To describe the changes as humans develop to old age</p>	<p>To recognize that light appears to travel in straight lines</p> <p>To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>

	<p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>					
Science Skills	<p>To plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>To plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>To plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>To plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>To plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>To plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>

	<p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or argument</p>	<p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or argument</p>	<p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or argument</p>	<p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or argument</p>	<p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or argument</p>	<p>graphs, bar and line graphs</p> <p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or argument</p>
SMSC, British Values, Global Learning links	<p>Recycling Where do our materials come from that we use?</p>	<p>Understanding of the need to have speed limits (speed, force, change of momentum)</p>	<p>The impact of human beings on the environment Cloning Raising awareness about the importance of staying fit and healthy Endangered animals</p>	<p>Awe and wonder – space, earth and wider galaxy The threats to the planet now and in the future, including global warming</p>	<p>Fossil fuels in the future impact/ Renewable energy Variation, genetics and inheritance</p>	<p>Saving energy</p>
History	<p>Anglo-Saxons</p> <p>Were the Anglo Saxons really smashing?</p>		<p>WW2</p> <p>How could Hitler convince a nation like Germany to follow him?</p>			<p>Ancient Egypt</p> <p>How can we rediscover the wonders of Ancient Egypt?</p>
National Curriculum Aims	<p>Changes in Britain's settlement by Anglo-Saxons and Scots</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>

History Skills	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>I can test out a hypothesis in order to answer questions</p> <p>I can explain what an object from the past might have been used for. (Artefact investigation)</p>		<p>I can research what it was like for children in a given period of history and present my findings to an audience.</p> <p>I can test out a hypothesis in order to answer questions</p> <p>I can explain what an object from the past might have been used for. (Artefact investigation)</p>			<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same. I can test out a hypothesis in order to answer questions</p> <p>I can explain what an object from the past might have been used for. (Artefact investigation)</p>
SMSC, British Values, Global Learning links	<p>Beliefs and values of Anglo Saxons</p> <p>Democracy during Anglo Saxon times compared to current day</p>		<p>Holocaust/ Persecution and treatment of minorities</p> <p>How British values were tested in WWII</p> <p>RAF, Navy, Army</p>			<p>Beliefs and values of Ancient Egyptians</p> <p>Conquest, imperialism, colonisation and empire</p> <p>Conservation/ World heritage</p>
Geography		Rivers/Water cycle		Case Study: Germany	North and South America	
National Curriculum Aims		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To name and locate countries and cities of the United Kingdom,</p>	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To name and locate countries and cities of the United Kingdom,</p>	

				<p>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Describe and understand the human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Describe and understand the human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	
Geography Skills		<p>I can name and locate many of the world's major rivers on maps</p> <p>I can explain why water is such an important commodity</p> <p>I can explain how the water cycle works</p>		<p>I can collect information about a place and use it in a report</p> <p>I can explain how a location fits into its wider geographical location with reference to its physical features</p> <p>I can locate Germany and its neighbouring countries on a map</p> <p>I can explain how a location fits into its wider geographical location with reference to its economic features</p>	<p>I can collect information about a place and use it in a report</p> <p>I can explain how a location fits into its wider geographical location with reference to its physical features</p> <p>I can explain how important the Amazon is to the American rainforests</p> <p>I can explain how a location fits into its wider geographical location with reference to its economic features</p>	
SMSC, British Values, Global Learning links		<p>Water wastage Environment agency Water poverty Sustainability</p>		<p>Life in a German city Migration in Germany In search of safety (Unicef)</p>	<p>Social consequences of a tropical revolving storm Debating the conflicting values of tourism and spirituality</p>	

					Why is the rainforest important? Deforestation Childhood in Rio Fairtrade	
RE	How did it all start?	What can we learn from religious texts?	What are the 5 pillars of Islam?		Am I always right?	What do we believe in our town?
Non statutory Aims	<p>Identify questions and define enquiries, using a range of methods, media and sources;</p> <p>Present findings, suggest interpretations, express ideas and feelings and develop arguments;</p> <p>Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.</p> <p>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs</p> <p>Understanding and responding critically to beliefs and attitudes.</p> <p>Exploring the variety, differences and relationships that exist within and between religions, values and beliefs.</p>	<p>Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.</p> <p>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs</p> <p>Exploring the variety, differences and relationships that exist within and between religions, values and beliefs.</p>	<p>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs</p> <p>Exploring the impact of religions and beliefs on how people live their lives.</p> <p>Appreciating that individuals and cultures express their beliefs and values through many different forms.</p> <p>Understanding how individuals develop a sense of identity and belonging through faith or belief.</p>		<p>Carry out and develop enquiries by gathering, comparing, interpreting, analysing and synthesising a range of information, ideas and viewpoints;</p> <p>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs</p> <p>Understanding how individuals develop a sense of identity and belonging through faith or belief.</p>	<p>Carry out and develop enquiries by gathering, comparing, interpreting, analysing and synthesising a range of information, ideas and viewpoints;</p> <p>Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.</p> <p>Exploring the impact of religions and beliefs on how people live their lives.</p> <p>Understanding that religious practices are diverse, change over time and are influenced by cultures.</p> <p>Appreciating that individuals and cultures express their beliefs and values through many different forms.</p> <p>Understanding how individuals develop a sense of identity and belonging through faith or belief.</p>

RE Skills	<p>I can distinguish between belief, opinion and fact. I can distinguish between features of different religions.</p> <p>I can respond to religious issues through a variety of media.</p> <p>I can debate issues of religious significance with reference to evidence and argument.</p>	<p>I know what may be used as evidence for understanding religion. I can use different sources to gather information.</p> <p>I can draw meaning from artefacts and symbols. I can interpret religious language and texts.</p> <p>I can distinguish between belief, opinion and fact. I can distinguish between features of different religions.</p>	<p>I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.</p> <p>I can distinguish between belief, opinion and fact. I can distinguish between features of different religions.</p> <p>I can seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole.</p> <p>I can identify key religious values and their interplay with secular ones</p>		<p>I can use different sources to gather information.</p> <p>I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.</p> <p>I can debate issues of religious significance with reference to evidence and argument.</p>	<p>Exploring the variety, differences and relationships that exist within and between religions, values and beliefs.</p> <p>I know what may be used as evidence for understanding religion. I can use different sources to gather information.</p> <p>I can distinguish between belief, opinion and fact. I can distinguish between features of different religions.</p> <p>I can identify key religious values and their interplay with secular ones</p> <p>I can debate issues of religious significance with reference to evidence and argument.</p>
SMSC, British Values, Global Learning links	Appreciation of their own and other cultures by debating different theories of evolution and creationism	Promises/ Vows – keeping promises Similarities and differences between the Bible, Quran and other holy texts	Beliefs of Muslims and other faiths Tolerance of Muslims and other faiths Islamic relief		Right and wrong/ conscience	Beliefs of Muslims and other faiths Tolerance of Muslims and other faiths
Computer Science	We are touch typists	We are artists	We are game developers	We are cryptographers	We are web developers	We are architects
National Curriculum Aims	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how simple algorithms work and to	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use logical reasoning to explain how a simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the	Understand computer networks including the internet; how they can provide multiple service, such as the world wide web; and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

	<p>collecting, analysing, evaluating and presenting data.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how a simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns ab out content and contact.</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns ab out content and contact.</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>
Computer Science Skills	<p>Become familiar with the tools and techniques of a word processing package</p> <p>Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers</p> <p>Develop greater awareness of ways to short task by using shortcut keys and other time saving ideas.</p>	<p>Develop an appreciation of the links between geometry and art</p> <p>Become familiar with the tools and techniques of a vector graphics package</p> <p>Develop and understanding of turtle graphics</p> <p>Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers</p>	<p>Create original artwork and sound for a game</p> <p>Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables</p> <p>Detect and correct errors in their computer games</p> <p>Use iterative development techniques (making and testing a series of small changes) to improve their game</p>	<p>Be familiar with semaphore and Morse code</p> <p>Understand the need for private information to be encrypted</p> <p>Encrypt and decrypt messages in simple ciphers</p> <p>Appreciate the need to use complex passwords and to keep them secure</p> <p>Have some understanding of how</p>	<p>Develop their research skills to decide what information is appropriate</p> <p>Understand some elements of how search engines select and rank results</p> <p>Question the plausibility and quality of information</p> <p>Develop and refine their ideas and text collaboratively</p> <p>Develop their understanding of e-</p>	<p>Understand the work of architects, designers and engineers working in 3D.</p> <p>Develop familiarity with a simple CAD (computer-aided design) tool</p> <p>Develop spatial awareness by exploring and experimenting with a 3D virtual environment</p> <p>Develop greater aesthetic awareness</p>

		Develop some awareness of computer-generated art, in particular fractal-based landscapes		encryption works on the web	safety and responsible use of technology	
SMSC, British Values, Global Learning links	E-Safety	E-Safety	E-Safety, increasing awareness of the moral dilemmas created by technological advances	E-Safety	E-Safety , establishing boundaries in society by considering what is acceptable behaviour in the 21Century digital	E-Safety
PSHE/SEAL/ Citizenship	Alcohol New Beginnings	Relationships and their difficulties Getting on and Falling out	Money Matters Going for Goals	Bullying Good to be me	Preparing for Puberty Changes	The Skin Relationships
National Curriculum Aims	<p>To increase pupils' awareness of alcohol in society</p> <p>To distinguish between alcoholic and non-alcoholic drinks</p> <p>To enable pupils to know that alcohol is a drug and that it will affect the brain and body.</p> <p>To enable pupils to understand the effects of long term & short term drinking of alcohol on the body.</p> <p>To understand why do people choose to drink/not to drink alcohol?</p> <p>To make pupils aware of the influence of the media on values and attitudes.</p>	<p>To explore emotional issues around family relationships.</p> <p>To explore family difficulties that could arise e.g. divorce, separation, bereavement</p> <p>To explore discuss, describe and express emotions.</p> <p>To identify support networks.</p>	To enable pupils to experience budget management using examples from their everyday experiences.	<p>To explore how the differences between people can lead to mistrust.</p> <p>To understand how it feels to be victimized.</p> <p>To learn ways that conflicts can be resolved and people can live together in harmony.</p>	<p>To make pupils aware of the physical and emotional changes that take place as they go through puberty.</p> <p>To give pupils the opportunity to discuss any concerns regarding puberty</p>	<p>Explore and appreciate the importance of the skin in keeping healthy.</p> <p>Understand the importance of hygiene.</p>
PSHE/SEAL Skills	Have the opportunity to learn;	Have the opportunity to learn;	Have the opportunity to learn;	Have the opportunity to learn;	Have the opportunity to learn;	Have the opportunity to learn;

	<p>which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>what is meant by the term 'habit' and why habits can be hard to change</p>	<p>to recognise and respond appropriately to a wider range of feelings in others</p> <p>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>that their actions affect themselves and others</p> <p>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<p>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>that their actions affect themselves and others</p> <p>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>that their actions affect themselves and others</p> <p>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>about human reproduction</p> <p>how their body will, and their emotions may, change as they approach and move through puberty</p>	<p>about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact;</p>
SMSC, British Values, Global Learning links	Understanding of drugs, alcohol and the need for legislation	Different viewpoints, resolving conflict Tolerating different faiths and beliefs	Participate and contribute positively to the society at large.	Consequences, right and wrong, Not being stopped from doing what you want to do		Develop the ability to form good relationships., To deter any kind of racism or other forms of discrimination
PE	Hockey	Dance	Rounders	Swimming	Tennis	Orienteering

	Gymnastics		Dodgeball			Athletics
National Curriculum Aims	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively</p> <p>perform safe self-rescue in different water-based situations.</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively</p> <p>perform safe self-rescue in different water-based situations.</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>
PE Skills	<p>Can move into space to receive a pass or create space for team mates</p> <p>Keep and follow the rules of games</p> <p>Perform combinations of actions and agilities that show clear differences between levels, speeds and direction</p> <p>Perform more difficult combinations of movement shapes and</p>	<p>Explore movements using changes of speed, direction and levels</p> <p>Work collaboratively</p> <p>Share and formulate ideas in whole group and small groups</p> <p>Develop dance vocabulary and performance skills</p>	<p>Take up positions when fielding that stop the batter from scoring points</p> <p>Vary the way they bowl - change the speed and height of deliveries</p>	<p>Understand the action for front crawl leg kick.</p> <p>Demonstrate a push and glide</p> <p>Understand the action for back crawl arm action.</p> <p>Understand the action for breaststroke</p>	<p>Hit the ball into space at different speeds and heights to make it difficult for opponent</p> <p>Use a variety of different shots e.g. Forehand, backhand, drop shot</p> <p>Use basic rules to keep games going without arguments</p> <p>Recognise what happens to the body when playing games</p>	<p>Choose the correct technique to meet the demand of the throwing or running challenge</p> <p>Recognise that their body works differently in different types of events</p> <p>To understand the basic rules of orienteering</p>

	balances with control, accuracy and consistency To create gymnastic sequences that meet a theme or set of conditions					To follow a map of the school grounds
SMSC, British Values, Global Learning links	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
Art			Portraits of iconic figures from WWII		Pop Art-link to Coraline	Pottery – Ancient Egyptian Canopic jars
National Curriculum Aims			To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history	To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Art Skills			use their sketch books to compare and discuss ideas with others explain why they have chosen specific materials to draw with create all the colours they need		learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information experiment with different styles which artists have used	keep notes in their sketch books as to how they might develop their work further experiment with and combine materials and processes to design and make 3D form

			express their emotions accurately through their painting and sketches			sculpt clay and other mouldable materials
SMSC, British Values, Global Learning links			Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.		Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.	Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
DT	Anglo-Saxon clothing	Bridges		Cookery War-time food		
National Curriculum Aims	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p> <p>Critique, evaluate and test their ideas and products and the work of others</p>	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p> <p>Critique, evaluate and test their ideas and products and the work of others</p>		<p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</p> <p>Critique, evaluate and test their ideas and products and the work of others</p> <p>Understand and apply the principles of nutrition and learn how to cook.</p>		
DT Skills	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of</p>		<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>		

	Select from and use a wider range of tools and equipment to perform practical tasks	others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
SMSC, British Values, Global Learning links	Recycling/ Waste					
MFL	Unit 13 Bon Appetit Healthy Eating	Unit 14 Je suis le musicien I am a musician	Unit 15 En route pour l'école Our school	Unit 16 Scène de plage Beach scene	Unit 17 Le retour du printemps The Return of Spring	Unit 18 Les planètes The planets
National Curriculum Aims	Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation Can write at varying length, for different purposes and audiences,	Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation Can write at varying length, for different purposes and audiences,	Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation Can write at varying length, for different purposes and audiences, using the variety of	Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation Can write at varying length, for different purposes and	Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation Can write at varying length, for different purposes and audiences,	Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

	using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied.	using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied.	grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied.	audiences, using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied.	using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied.	Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied.
MFL Skills	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms and how these differ from or are similar to English</p> <p>Read carefully and show understanding of words,</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Explore patterns and sounds of language through songs and link the spelling, sounds and meanings of words</p> <p>Children can speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations; ask and answer questions; seek clarification and help.</p>	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in language.</p>	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how</p>

	phrases and simple writing.					these differ from or are similar to English.
SMSC, British Values, Global Learning links	How is French food similar and different to ours		A typical day in a French school	How does a French seaside town compare to Blackpool		
Music	Voices units 13-14	Recorders	Voices units 15-17	Recorders	Voices units 18-20	Recorders
National Curriculum Aims	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>
Music Skills	<p>To reinforce and assess the skills, knowledge and understanding in the areas of singing development, performing, listening and concepts acquired</p> <p>To compare the phrases of a known song as being the same or different</p> <p>To show that phrases in the same song can be of different lengths</p> <p>To show that tempo is important to the character of the song</p>		<p>To add a third singing name, lah, to soh and me</p> <p>To work aurally with lah soh me using supporting handsigns</p> <p>To improvise pitch to a given rhythm phrase</p> <p>To introduce the early stages leading to 2 part singing</p> <p>To play known songs and other phrases on pitch percussion</p> <p>To introduce the ta rest, the rhythmic silence</p>		<p>To perform music with 2 parts</p> <p>To read and perform rhythm notation using note-heads</p> <p>To combine rhythm and pitch symbols to produce melodic notation known as rhythm sol-fa</p> <p>To understand bar lines and time-signatures</p> <p>To introduce doh and to work aurally with s-m-d</p> <p>To use the tone-set s-m-d when improvising,</p>	

			instead of sound in a musical phrase To read and notate rhythm phrases including the rest symbol Z		memorising and reading (rhythm solfa)	
SMSC, British Values, Global Learning links						
Visits and Visitors						
Themed days and weeks	<ul style="list-style-type: none"> • Art Day • Space Week • Grandparents' Day • National Respect Day • Nature Day 	<ul style="list-style-type: none"> • Wildlife Day • Anti-Bullying Week • Kindness Day • Road Safety Week • Christmas decoration workshop afternoon • Inter-Faith Week 	<ul style="list-style-type: none"> • Nature in Winter Day • Australia Day • National Story-Telling Week • Farm to Fork Week 	<ul style="list-style-type: none"> • Book Week, World Book day and book character dress up • British Science Week • International Day of Forests • Easter Bonnet Parade or Easter Diorama 	<ul style="list-style-type: none"> • Earth Day • International Jazz Day • Firefighter Appreciation Day • Pirate Week 	<ul style="list-style-type: none"> • Maths Day • Singing Celebration • Sports Week • Poetry Day • Spelling Bee
Charity days	<ul style="list-style-type: none"> • McMillian Coffee morning • Harvest, Food Bank donations 	<ul style="list-style-type: none"> • Children in Need day • Premature baby day • Christmas Jumper day • Willowbrook Hospice • School Fund-Christmas Fayre and Grotto 	<ul style="list-style-type: none"> • Young Carers 	<ul style="list-style-type: none"> • Comic Relief 	<ul style="list-style-type: none"> • School fund- School Gala 	