

|        |         | Year 1   |   | Year 2   |   | Year 3   |   | Year 4  |  |
|--------|---------|--|---|--|---|--|---|---|--|
|        |         |  |   | Year 3/4   | Year 5/6  |  |   | Year 3/4  | Year 5/6   |
| Autumn | Theme   | Mexico   |   | Prehistory   | Settlers  | Greece   |   | Prehistory  | Settlers   |
|        | Science | Electric and magnets   | Forces  | Light, shadow. Sound   | Materials   | Electric and magnets   | Forces  | Light, shadow. Sound  | Materials  |
|        | Topic   | History: Maya<br>Geog: Contrasting region – Mexico   |   | History: Stone Age to Bronze age   | History: Anglo Saxons to Vikings<br>BV- Rule of Law   | History: Ancient Greece<br>Geog: European comparison – Greece<br>BV- Democracy   |   | History: Stone Age to Bronze age  | History: Anglo Saxons and Vikings<br>BV- Rule of Law   |
|        | ICT     | E-safety<br>Y3/4: file management, use of icons, combining text and graphics, publishing<br>Y5/6: Programming – scratch (Slug and crab maze games), Digital photos with text, Multitmedia project hyperlinks and embedding |   | E-safety<br>Y3/4: What is the internet? Animation and sound<br>Y5/6: Purplemash programming, Multimedia presentation (website)               |   | E-safety<br>Y3/4: file management, use of icons, combining text and graphics, publishing<br>Y5/6: Programming – scratch (Slug and crab maze games), Digital photos with text, Multitmedia project hyperlinks and embedding |   | E-safety<br>Y3/4: What is the internet? Animation and sound<br>Y5/6: Purplemash programming, Multimedia presentation (website)            |  |
|        | Art/DT  | Clay and pattern – printing<br>Colour mixing   | Colour mixing, blending and tone<br>The body - textiles   | Cave painting (environment/landscape) and artist i.e. Goldsworthy<br>Colour mixing   | Colour mixing, blending and tone<br>Landscape Artist  | Clay and pattern-printing<br>Colour mixing   | Colour mixing, blending and tone<br>The body - textiles   | Cave painting (environment/landscape) and artist i.e. Goldsworthy<br>Colour mixing  | Colour mixing, blending and tone<br>Landscape Artist   |
|        | RE      | World Religion Sikhism Y3/4<br>places of worship, home life and festivals<br>Christmas theme: Giving/receiving gifts<br><br>BV – respect and tolerance   | World religion Sikhism Y5/6<br>sacred texts worship and beliefs and impact for believer<br>Christmas theme<br>Compare Luke and Matthew's version in bible | World Religion Hinduism Y3/4<br>places of worship, home life and festivals<br>Christmas theme Advent symbolism<br>BV – respect and tolerance | World Religion Hinduism Y5/6<br>sacred texts worship and beliefs and impact for believer<br>Christmas theme Light | World Religion Judaism Y3/4<br>places of worship, home life and festivals<br>Christmas theme: Giving and receiving gifts<br>BV – respect and tolerance   | World Religion Judaism Y5/6<br>sacred texts worship and beliefs and impact for believer<br>Christmas theme<br>Compare Luke and Matthew's version in bible | World Religion Islam Y3/4<br>places of worship, home life and festivals<br>Christmas theme Advent symbolism<br>BV – respect and tolerance | World Religion Islam Y5/6<br>sacred texts worship and beliefs and impact for believer<br>Christmas theme Light |
|        | Music   | Drumming   | Descant Recorder lessons.<br>Christmas songs.   | Drumming Years 3/4<br>Christmas Songs.   | Descant Recorder lessons.<br>Christmas Songs.   | Drumming.  | Descant Recorder lessons .<br>Christmas Songs.  | Drumming.   | Descant Recorder lessons. Christmas songs.   |

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|               | <b>MFL</b>     | Greetings,<br>Numbers 1-31<br>Age<br>How you feel<br>Saying and asking name<br>Le café bleu<br>Christmas  | Greetings,<br>Numbers 1-31<br>Age<br>How you feel<br>Saying and asking name<br>Le café bleu<br>Christmas | Greetings,<br>Numbers 1-31<br>How you feel<br>Saying and asking name,<br>Le navet geant<br>Months<br>Birthdays and date<br>Christmas | Greetings,<br>Numbers 1-31<br>How you feel<br>Saying and asking name,<br>Le navet geant<br>Months<br>Birthdays and date<br>Christmas | Greetings<br>Numbers1-31<br>How you feel<br>Saying and asking name.<br>Zoo animals and cher zoo pack.<br>Alphabet ,<br>Christmas.   | Greetings<br>Numbers1-31<br>How you feel<br>Saying and asking name.<br>Zoo animals and cher zoo pack.<br>Alphabet ,<br>Christmas. | Greetings<br>Numbers 1-31<br>How you feel,<br>Saying and asking name<br>Clothes, colours and adjectives.<br>Christmas.                   | Greetings<br>Numbers 1-31<br>How you feel,<br>Saying and asking name<br>Clothes, colours and adjectives.<br>Christmas |
|               | <b>PE</b>      | Follow the RCS schemes of work for PE<br>Y3/4 Gym/Dance, Games<br>Y5/6 Swim/Gym Games   |  | Follow the RCS schemes of work for PE<br>Y3/4 Gym/Dance, Games<br>Y5/6 Swim, Gym/Games   |  | Follow the RCS schemes of work for PE<br>Y3/4 Gym/Dance, Games<br>Y5/6 Swim, Gym/Games  |   | Follow the RCS schemes of work for PE<br>Y3/4 Gym/Dance, Games<br>Y5/6 Swim, Gym/Games   |   |
|               | <b>PSHE</b>    | New beginnings (Y3/5)<br>Going for goals (Y3/5)<br>Good to be me (Y3/5)<br>BV – respect and tolerance and liberty   |  | New beginnings (Y4/6)<br>Going for goals (Y4/6)<br>Good to be me (Y4/6)<br>BV – respect and tolerance and liberty                    |  | New beginnings (Y3/5)<br>Going for goals (Y3/5)<br>Good to be me (Y3/5)<br>BV – respect and tolerance and liberty   |   | New beginnings (Y4/6)<br>Going for goals (Y4/6)<br>Good to be me (Y4/6)<br>BV – respect and tolerance and liberty                        |   |
| <b>Spring</b> | <b>Theme</b>   | <b>Local Study Hurstpierpoint/Sussex/Brighton)</b>  |  | <b>The world around us</b>   |  | <b>The UK</b>   |   | <b>Rivers deep, mountains high (UK/World)</b>  |   |
|               | <b>Science</b> | Humans  | Earth and space<br>adaption,   | States of matter   | Light, electricity   | Humans  | Earth and space<br>adaption,  | States of matter   | Light, electricity  |
|               | <b>Topic</b>   | <b>Villages, towns and city</b>   |  | Geog: climate, biomes (desert/rainforest)  |  | Geog: Settlement, land use, economic activity<br>UK, mapping skills, plans compass<br>Countries and counties<br>BV- democracy   |   | Geog: volcanoes, earthquake, Rivers, mountains, water cycle,   |   |
|               | <b>ICT</b>     | <b>Y3/4: collecting and presenting data, survey design, simulations, Y5/6: presenting and analysing data, excel, scatter/pie Both: google maps/towards creating a virtual world</b> |  | Y3/4: Programming purpleamsh, combining text and graphics to make webpages<br>Y5/6: flowal and cars, spreadsheets, presentations     |  | <b>Y3/4: collecting and presenting data, survey design, simulations, Y5/6: presenting and analysing data, excel, scatter/pie Both: google maps/towards creating a virtual world</b> |   | Y3/4: Programming purpleamsh, combining text and graphics to make webpages<br>Y5/6: flowal and cars, spreadsheets, presentations         |   |
|               | <b>Art/DT</b>  | Structures and collage  | Printing, urban drawing and painting   | Paper mechanisms and painting human form   | Product design<br>Weight building structures<br>Architect  | Structures and collage  | Printing, urban drawing and painting  | Paper mechanisms and painting human form   | Product design<br>Weight building structures<br>Architect   |
|               | <b>RE</b>      | Y3/4 Who was Jesus and what did he teach?<br>Easter theme<br>Crucifixion and in the garden<br>BV – respect  | Y5/6 Who was Jesus and what did he do?<br>Different interpretations of Jesus in                          | Y3/4 OT characters – Trust and obedience<br>Easter theme<br>Temptation, Ash Wednesday   Giving up and fasting<br>BV – respect and    | Y5/6 NT characters Paul and Peter (Onesimus)<br>How the bible was created<br>Easter theme<br>Communion and Last                      | Y3/4 Who was Jesus and what did he teach?<br>Easter theme<br>Crucifixion and in the garden<br>BV – respect and  | Y5/6 Who was Jesus and what did he do?<br>Different interpretations of Jesus in   | Y3/4 OT characters – Trust and obedience<br>Easter theme Temptation, Ash Wednesday   Giving up and fasting<br>BV – respect and tolerance | Y5/6 NT characters Paul and Peter (Onesimus)<br>How the bible was created<br>Easter theme<br>Communion and Last       |

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|               |                | and tolerance   | different cultures and Art<br>Easter theme<br>Reaction of the Disciples - Peter | tolerance  | Supper   | tolerance   | different cultures and Art   |  | Supper   |
|               | <b>Music</b>   | Drumming and singing  | Descant Recorder lessons. School Concert. Easter Songs.                         | Drumming and singing   | Descant Recorder lessons. School Concert. Easter Songs.                                  | Drumming and singing.   | Descant Recorder lessons. School concert. Easter songs.                          | Drumming and singing   | Descant Recorder lessons. School concert. Easter songs.                                      |
|               | <b>MFL</b>     | Fete de rois<br>Numbers 30-80<br>Colours , shape, Body<br>Bear Hunt.  | Fete de rois<br>Numbers 30-80<br>Colours , shape, Body, Bear Hunt.              | Greetings<br>Numbers 30 -80<br>The Bear Hunt.<br>Easter activities, making a card.   | , Greetings<br>Numbers 30 -80<br>Mamba et crocodile<br>Easter activities, making a card. | Numbers 30-80<br>Days of the week, Months<br>Seasons, weather<br>Gaston la Goute  | Numbers 30-80<br>Days of the week, Months<br>Seasons, weather<br>Gaston la Goute | Numbers 30-100<br>Where you live<br>Places in town.<br>Directions.<br>Caves at Lasceaux.<br>Storms and shipwrecks.   | Numbers 30-100<br>Where you live<br>Places in town.<br>Directions.<br>Storms and shipwrecks. |
|               | <b>PE</b>      | Follow the RCS schemes of work for PE<br>Y3/4 Swim, Games<br>Y5/6 Games, Dance/ Gym   |   | Follow the RCS schemes of work for PE<br>Y3/4 Swim, Games<br>Y5/6 Games, Dance/ Gym  |  | Follow the RCS schemes of work for PE<br>Y3/4 Swim ,Games<br>Y5/6 Games Dance/ Gym  |  | Follow the RCS schemes of work for PE<br>Y3/4 Swim, Games<br>Y5/6 Games, Dance/ Gym  |  |
|               | <b>PSHE</b>    | Relationships (Y3/5)<br>Getting on and falling out (Y3/5)<br>BV – respect and tolerance and liberty   |   | Relationships (Y4/6)<br>Getting on and falling out (Y4/6)<br>Y5/6 Preparing to be away from home<br>BV – respect and tolerance and liberty                       |  | Relationships (Y3/5)<br>Getting on and falling out (Y3/5)<br>BV – respect and tolerance and liberty   |  | Relationships (Y4/6)<br>Getting on and falling out (Y4/6)<br>Y5/6 Preparing to be away from home<br>BV – respect and tolerance and liberty                       |  |
| <b>Summer</b> | <b>Theme</b>   | <b>Chronological theme- time</b>  |   | <b>Romans</b>  | <b>Conflict- Raiders</b>   | <b>Ancient Egypt</b>  |  | <b>Romans</b>  | <b>Conflict- Raiders</b>   |
|               | <b>Science</b> | Animals, life, habitat  | Human, circulation, diet, evolution   | Plants, rocks  | Living things and habitat  | Animals, life, habitat  | Human, circulation, diet, evolution  | Plants, rocks  | Living things and habitat  |
|               | <b>Topic</b>   | History: chronological theme/event (not transport)  |   | History: Romans  | History: Viking raids, 1066  | History: Ancient Geography: non Europe comparison   |  | History: Romans  | History: Viking raids, 1066  |
|               | <b>ICT</b>     | Y3/4: branching databases, programming, purple mash and scratch (music machine and basic conversation)<br>Y5/6: Creating animations/ video content<br>E-safety<br>Applying data skills to science |   | Y3/4: branching databases, logo and scratch shape drawing, maths quiz<br>Y5/6: Creating animations/ video content<br>E-safety<br>Applying data skills to science |  | Y3/4: branching databases, programming, purple mash and scratch (music machine and basic conversation)<br>Y5/6: Creating animations/ video content<br>E-safety<br>Applying data skills to science |  | Y3/4: branching databases, logo and scratch shape drawing, maths quiz<br>Y5/6: Creating animations/ video content<br>E-safety<br>Applying data skills to science |  |

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|  | <b>Art/DT</b> | Electrical moving DT human form  | Sculpture and sculptor<br>Product design   | Food, textiles, mosaics   | Environmental/still life drawing and painting<br>Moving Food                 | Electrical moving DT human form  | Sculpture and sculptor<br>Product design   | Food, textiles, mosaics   | Environmental/still life drawing and painting<br>Moving Food       |
|  | <b>RE</b>     | Y3/4 Ultimate question: Creation and why am I here? Leadership and people in the church. The church as a place of worship.<br>BV – respect and tolerance | Y5/6 Ultimate question: What is faith and why is it important? People who have lived by faith e.g. William Booth Nelson Mandela Mother Teresa<br><br>Other denominations | Y3/4 Ultimate question Who am I and why am I here? Rite of passage, baptism confirmation marriage death<br>BV – respect and tolerance | Y5/6 Ultimate question Why is there suffering? Other denominations           | Y3/4 Ultimate question: Creation and why am I here? Leadership and people in the church. The church as a place of worship.<br>BV – respect and tolerance | Y5/6 Ultimate question: What is faith and why is it important? People who have lived by faith e.g. William Booth Nelson Mandela Mother Teresa<br><br>Other denominations | Y3/4 Ultimate question Who am I and why am I here? Rite of passage, baptism confirmation marriage death<br>BV – respect and tolerance | Y5/6 Ultimate question Why is there suffering? Other denominations |
|  | <b>Music</b>  | Drumming and singing   | Recorder lessons and singing rounds. [Year 5 exploring rounds.]  | Drumming and singing  | Recorder lessons and Exploring sound sources.[Year 5 music express]          | Drumming and singing   | Recorder lessons and singing.{sing up songs}   | Drumming and singing  | Recorder lessons and Music Express Year 6 stars ,hide your fires.  |
|  | <b>MFL</b>    | Numbers 81-100<br>Weather<br>Handa's Surprise.   | Numbers 81-100<br>Weather<br>Handa's Surprise.   | Numbers 81-100<br>Ice-creams likes and dislikes.<br>Hungry caterpillar pack.  | Numbers 81-100<br>Ice-creams likes and dislikes.<br>Hungry caterpillar pack. | Numbers 81-100<br>Topic on France and other French speaking countries; food, products people, Paris.   | Numbers 81-100<br>Topic on France and other French speaking countries; food, products people, Paris.   | Numbers 81-100<br>Story pack<br>, Alphabet  | Numbers 81-100<br>Story pack<br>,Monsieur Gumpy Alphabet           |
|  | <b>PE</b>     | Follow the RCS schemes of work for PE<br>Y3/4 Athletics, Games<br>Y5/6 Athletics, Games  |  | Follow the RCS schemes of work for PE<br>Y3/4 Athletics, Games<br>Y5/6 Athletics, Games   |  | Follow the RCS schemes of work for PE<br>Y3/4 Athletics, Games<br>Y5/6 Athletics, Games  |  | Follow the RCS schemes of work for PE<br>Y3/4 Athletics, Games<br>Y5/6 Athletics, Games   |  |
|  | <b>PSHE</b>   | Saying no to bullying (Y3/5)<br>Changes (Y3/5)<br>Moving on<br>Y6 Sex education/transition<br>BV – respect and tolerance and liberty                     |  | Saying no to bullying (Y4/6)<br>Changes (Y4/6)<br>Moving on<br>Y6 Sex education/transition<br>BV – respect and tolerance and liberty  |  | Saying no to bullying (Y3/5)<br>Changes (Y3/5)<br>Moving on<br>Y6 Sex education/transition<br>BV – respect and tolerance and liberty                     |  | Saying no to bullying (Y4/6)<br>Changes (Y4/6)<br>Moving on<br>Y6 Sex education/transition<br>BV – respect and tolerance and liberty  |  |

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|  |              | <b>Year 1</b>  |  | <b>Year 2</b>   |   | <b>Year 3</b>   |  | <b>Year 4</b>   |   |
|  |              | <b>Year 3/4</b>  |  | <b>Year 5/6</b>   |   | <b>Year 3/4</b>   |  | <b>Year 5/6</b>   |   |
|  | <b>Theme</b> | <b>Mexico</b>  |  | <b>Prehistory</b>   |   | <b>Settlers</b>   |  | <b>Greece</b>   |   |
|  |              | <b>Prehistory</b>  |  | <b>Settlers</b>   |   | <b>Prehistory</b>   |  | <b>Settlers</b>   |   |
|  | Fiction      | Multi-cultural stories – fairy or folk<br>Structured plot – openings and endings |  | Narrative – imaginary world<br>Setting                          |   | Myths and legends<br>Structured plot – openings and endings |  | Narrative – imaginary world<br>setting                          |   |
|  | Poetry       | Syllabic – haiku, cinquins   | Free/poet  | Creating images   | Poetry form – kennings, similes, metaphors                    | Syllabic – haiku, cinquins                                  | Free/poet  | Creating images   | Poetry form – kennings, similes, metaphors                    |
|  | Non-fiction  | Recount – personal/diary<br>Report – fictional newspapers                        | Discussion – comparison<br>Instruction – real life | Recount – personal event, letters<br>Report – non chronological | Recount – diary<br>Report – non chronological                 | Recount – personal/diary<br>Report – fictional newspapers   | Discussion – comparison<br>Instruction – real life | Recount – personal event, letters<br>Report – non chronological | Recount – diary<br>Report – non chronological                 |
|  | <b>Theme</b> | <b>Local Study Hurstpierpoint/Sussex/Brighton)</b>                               |  | <b>The world around us</b>                                      |   | <b>The UK</b>   |  | <b>Rivers deep, mountains high (UK/World)</b>                   |   |
|  | Fiction      | Narrative<br>Adventure/mystery<br>Cliff-hangers/suspense                         |  | Modern/issues<br>Character emotions                             | Historical context<br>Time/flashbacks                         | Theme or author study<br>Dialogue<br>Play script<br>TV/film |  | Modern/issues<br>Character emotions                             | Historical context<br>Time/flashbacks                         |
|  | Poetry       | Themed   | Narrative  | Themed poems  | Visual stimulus/painting                                      | Themed  | Narrative  | Themed poems  | Visual stimulus/painting                                      |
|  | Non-fiction  | Persuade – formal letter<br>Discussion<br>comparison                             | Persuade – journalism<br>Report leaflet            | Explain – topic<br>Discuss - debate                             | Persuade – one sided, jingles, radio, advert<br>Explain topic | Persuade – formal letter<br>Discussion<br>comparison        | Persuade – journalism<br>Report leaflet            | Explain – topic<br>Discuss - debate                             | Persuade – one sided, jingles, radio, advert<br>Explain topic |
|  | <b>Theme</b> | <b>Chronological theme- time</b>   |  | <b>Romans</b>   | <b>Conflict- Raiders</b>                                      | <b>Ancient Egypt</b>  |  | <b>Romans</b>   | <b>Conflict- Raiders</b>                                      |
|  | Fiction      | Theme or author study<br>Dialogue<br>Play script<br>TV/film                      |  | Historical context<br>Time/flashbacks                           | Modern/issues<br>Character emotions                           | Narrative<br>Adventure/mystery<br>Cliff-hangers/suspense    |  | Historical context<br>Time/flashbacks                           | Modern/issues<br>Character emotions                           |

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|  | Poetry      | Narrative                         | Structure – sonnets, verses, ballads | Rhyming                                    | Themed poems - conflict                       | Narrative                         | Structure – sonnets, verses, ballads | Rhyming                                    | Themed poems - conflict                       |
|  | Non-fiction | Explain<br>Instruction - creative | Recount – biography<br>Explain       | Instructions – recipes<br>Persuade adverts | Instructions – creative<br>Discussion 2 sided | Explain<br>Instruction - creative | Recount – biography<br>Explain       | Instructions – recipes<br>Persuade adverts | Instructions – creative<br>Discussion 2 sided |

## Year 1

|           |  | Term 1  | Term 2   | Term 3   |
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|           |  | Mexico  | Local study - villages, towns and cities   | Chronological theme  |
| Geography |  | <p>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>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> |  |
| History   |  | a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.  | a local history study  | a local history study<br>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |

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| RE      | Y3/4 | World Religion Sikhism Y3/4 places of worship, home life and festivals<br>Christmas theme: Giving and receiving gifts   | Y3/4 Who was Jesus and what did he teach?<br>Easter theme Crucifixion and in the garden   | Y3/4 Ultimate question: Creation and why am I here?<br>Leadership and people in the church.<br>The church as a place of worship.   |
|         | Y5/6 | World religion Sikhism Y5/6 sacred texts worship and beliefs and impact for believer<br>Christmas theme Compare Luke and Matthew's version in bible   | Y5/6 Who was Jesus and what did he do?<br>Different interpretations of Jesus in different cultures and Art<br>Easter theme<br>Reaction of the Disciples - Peter   | question: What is faith and why is it important?<br>People who have lived by faith e.g. William Booth Nelson Mandela<br>Mother Teresa Other denominations  |
| science | Y3/4 | <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>  |   |  |
|         |      | <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good</p> | <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> | <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> |

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|       | Y5/6 | <p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br/> taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br/> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br/> using test results to make predictions to set up further comparative and fair tests<br/> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br/> identifying scientific evidence that has been used to support or refute ideas or arguments.</p> |  |   |
|       |      | <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br/> identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br/> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>   | <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br/> describe the movement of the Moon relative to the Earth<br/> describe the Sun, Earth and Moon as approximately spherical bodies<br/> 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>describe the changes as humans develop to old age.<br/> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br/> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br/> describe the ways in which nutrients and water are transported within animals, including humans.<br/> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br/> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br/> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> |
| Music |      | <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br/> improvise and compose music for a range of purposes using the inter-related dimensions of music<br/> listen with attention to detail and recall sounds with increasing aural memory<br/> use and understand staff and other musical notations<br/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br/> develop an understanding of the history of music.</p>  |  |   |
| Art   |      | <p>to create sketch books to record their observations and use them to review and revisit ideas<br/> 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]<br/> about great artists, architects and designers in history.</p>   |  |   |
| DT    |      | <b>Design</b>   |  |   |



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|     |  | <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>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><b>Make</b></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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</p> <p><b>Evaluate</b></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>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</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> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> |
| MFL |  | <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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>  |
| ICT |  | <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>   |

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|    |  | <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 some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>understand computer networks including the 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 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 and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> |
| PE |  | <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>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</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>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p>  |