

**Creative Curriculum**   
**2020.21**



**Creative Curriculum**

Our Identity as a School (INTENT):

At St. Luke’s we want to make sure that our curriculum reflects the diverse yet very distinct community that we serve.

Considering the local context, there are three areas we want to support our pupils with:

* Change/resilience
* Celebrating differences
* Raising aspirations

Learning Guarantees (IMPLEMENTATION):

Our creative curriculum will allow students to develop: independence, creativity, reflective learning, teamwork, resilience, empathy, problem solving, commitment to justice and social change.

Our creative curriculum empowers children to:

* + Connecting: seeing relationships and combining in new ways
  + Risking: having the self-confidence and freedom to fail and keep trying
  + Envisaging: being original and imaginative about what might be
  + Analysing: asking critical and challenging questions
  + Thinking: taking time for reflection and soft thinking
  + Interacting: sharing ideas and collaborating
  + Varying: testing options and trying in different ways
  + Elaborating: exploring and fiddling and doing the unnecessary with love!
  + Analyse and evaluate
  + Show empathy
  + Explore problems from different perspectives
  + Use evidence to support opinions
  + Explore
  + Recognise how they can impact their environment and community
  + Show a commitment to justice
  + Recognize their roles as a global citizen
  + Work towards a goal
  + Adapt as circumstances change

Every year, children will visit or experience:

1. An art gallery
2. A place of historical importance
3. A place of worship
4. A place of local importance
5. A live professional music performance

We want every child to have the opportunity to grow their specialist skills and see connections between subjects and within life and beyond the school.

**What Needs to be Covered – The National Curriculum**

**Creative Curriculum for each year group:**

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| **EYFS – wider curriculum** |
| **History** |
| * Has a sense of own immediate family and relations. * Remembers and talks about significant events in their own experience. (This may be very recent.) * Looking back in time. * Talking about past events like Remembrance day |
| **What this looks like** |
| * Children talk about their friends, their families, and why they are important. * They share photographs of their families, friends, pets or favourite people. * They might talk about their holidays or what they have done at the weekends. * Looking at pictures of themselves as babies and talking about how they have changed. * Children watch PowerPoints and talk about the soldiers. Make poppies to wear. |
| **Geography** |
| * Notices detailed features of objects in their environment. * Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. * Recognising local landmarks. * They talk about the features of their own immediate environment and how environments might vary from one another. |
| **What this looks like** |
| * The children use their parents’ knowledge to extend their own experiences of the world. * Adults and children tell stories about places and journeys. * Children are made aware of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. * Photos in different areas for children to name, draw, build and talk about. * Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. * Discussing seasons and changes in weather. |
| **Science** |
| * Learn that they have similarities and differences that connect them to, and distinguish them from, others. * Develop an understanding of growth, decay and changes over time. * Show care and concern for living things and the environment. * Can talk about some of the things they have observed such as plants, animals, natural and found objects. |
| **What this looks like** |
| * Children undertake many practical sorting activities during the school day e.g. boys/girls, colour of hair, colour of eyes etc. * They can name parts of the body e.g. eyes, nose, arms, legs, shoulders. This may be through songs, story books e.g. Funny bones etc. * Children are encouraged to be aware of their senses – I can see…. I can smell…. Practical activities, real life contexts. * Opportunities are provided for children to observe things closely through a variety of means e.g. food is left out to decay, pictures of teeth are looked at for evidence of decay, flowers without water etc. * Children study the life cycles of a caterpillar and chicks. The children are able to observe chicks hatch in an incubator and watch them grow. * Personal hygiene – wash your hands, brushing teeth – reasons why. * Discussing seasons and changes in weather. * Healthy eating – what is your favourite foods? Which foods are good for you? |
| **RE** |
| * In pretend play, children imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea * Recognise and describe special times or events for family or friends. * Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. * Listens to stories with increasing attention and recall about special celebrations and festivals * **Reception RE**: Who made the wonderful world and why? Why is Christmas special for Christians? Why do Christians believe Jesus is special? What is so special about Easter? Who cares for this special world? How did Jesus rescue people? * **Discovery RE Nursery**: What makes people special? Hat is Christmas? How do people celebrate? What is Easter? What can we learn from stories? What makes places special |
| **What this looks like** |
| * Children talk about their friends, their families, and why they are important. * They share photographs of their families, friends, pets or favourite people. * Children are encouraged to talk about their own home and community life, and to find out about other children’s experiences. * Children are given props and pictures to learning about different celebrations and festivals e.g. Chinese new year, Diwali, Christmas, fireworks, Eid * Inviting visitors to come in and share stories with the children. * **Reception RE/ Discovery RE Nursery** Weekly RE lessons and table top activitiesusing role-play small world, art work and writing. |
| **Art** |
| * Experiment with blocks, colours and marks. * Imitate drawing simple shapes such as circles and lines. * Explore colour and how colours can be changed. * Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. * Beginning to be interested in and describe the texture of things. |
| **What this looks like** |
| * Drawing, painting, finger painting, stamping, printing, handprints, splash painting * Using different media e.g. powder paints, block paints, mixed paints, chalk, crayons, glitter etc. * Use of different pens, pencils, paintbrushes etc. * Using foil, crepe paper, tissue, cotton wool, wooden lolly sticks etc. |
| **Computing** |
| * Seek to acquire basic skills in turning on and operating some ICT equipment. * Operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. * Know how to operate simple equipment, e.g. turns on CD player and uses remote control. * Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. * Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. * Know that information can be retrieved from computers. |
| **What this looks like** |
| * Children are supported in exploring the control technology of toys, e.g. robots, beebots, microphones, coding caterpillars * Children use I-pads to paint pictures, access phonics programmes, read stories, play maths games; * Children use the IWBin many curriculum areas e.g. writing their names, phonics, stories, songs, dance, videos and photos of themselves etc. * Even the youngest children know that information can be extracted from the internet by asking questions or searching for information |
| **Technology** |
| * Use various construction materials. * Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. * Join construction pieces together to build and balance. * Realise tools can be used for a purpose. |
| **What this looks like** |
| * Children use various construction materials e.g. lego, building blocks, construction straws and larger items like wooden blocks, podley outside e.g. making a rocket or a house * Children are encouraged to assemble and join - use junk modelling items e.g. cardboard boxes, paper, string, to produce objects and join items together * They use a range of tools to help them e.g. scissors, glue sticks, hammer, masking tape, split pins, paper clips, cotton. |
| **Music** |
| * Join in singing favourite songs and sings a few familiar songs * Create sounds by banging, shaking, tapping or blowing. * Show an interest in the way musical instruments sound * Enjoy joining in with dancing and ring games. * Beginning to move rhythmically. * Imitates movement in response to music. * Tap out simple repeated rhythms. * Explore and learn how sounds can be changed |
| **What this looks like** |
| * Daily songs, start the day songs, songs for routines, nursery rhymes, counting songs * Teachers might lead a focus activity session and then the instruments would part of the extended provision and in role play; * Making instruments for the children to use e.g. shakers, drums etc. * Talking about the type of sounds the children might hear e.g. loud/soft, sounds they might hear in the environment * Lead imaginative movement sessions based on children’s current interests such as space travel, zoo animals or shadows. * Music is often played in the back ground of the setting and children can respond in song and/or dance * Introduce children to a wide range of music, painting and sculpture. |
| **Physical Development** |
| * Enjoy joining in with dancing and ring games. * Run safely on whole foot. * Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands. * Can stand momentarily on one foot when shown. * Climb confidently and is beginning to pull themselves up on nursery play climbing equipment. * Can kick and catch a large ball. * Walk upstairs or downstairs holding onto a rail two feet to a step (while carrying a small object) * Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mount stairs, steps or climbing equipment using alternate feet. * Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. |
| **What this looks like** |
| * The children are given as many opportunities to move freely between indoors and outdoors. * The different ways in which children move are valued and talked about and they are encouraged to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe * Encourage body tension activities such as stretching, reaching, curling, twisting and turning. * Development of spatial awareness, avoiding obstacles; being able to take calculated but supervised risks, * The children are provided with a range of large play equipment that can be used in different ways – climbing frame, small hill, bikes, scooters, trikes, balance bikes, wooden blocks, slide etc. * They are taught a range of skills with balls or bean bags for throwing, catching, bouncing * Swimming – every child is able to go in the pool, working with floats, co-ordination of arms and legs. |

**What Needs to be Covered – The National Curriculum**

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| Science | | | | | | |
| **Year 1** | Humans | Seasonal changes | Materials | Animals in the Local Area | Plants | Super Scientists |
| **Year 2** | Animals and Humans | The Environment | Living things and their habitats | Materials | Plants |
| **Year 3** | Light | Animals & Humans | Forces and Magnets | Rocks | Plants |
| **Year 4** | Living things & Their Habitats | Animals & Humans | States of Matter | Electricity | Sound |
| **Year 5** | Living things & Their Habitats | Forces | Earth & Space | Animals and Humans | Properties of Materials |
| **Year 6** | Electricity | Living things and their habitats | Light | Animals and Humans | Evolution |

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| History & Geography | | | | | | |
|  | **History**  **Autumn 1** | **Geography**  **Autumn 2** | **History**  **Spring 1** | **Geography** **Spring 2** | **History**  **Summer 1** | **Geography**  **Summer 2** |
| **Year 1** | Toys | The Weather | Homes in London | Our Country | Great Explorers | My School and Local Area |
| **Year 2** | Florence Nightingale and Mary Seacole | Kenya | The Great Fire of London | What a Wonderful World | Rosa Parks | The Thames / Seaside |
| **Year 3** | Stone Age to Iron Age | Europe | Romans (whole term) | Romans (whole term) | Anglo-Saxons and Scots | Volcanoes |
| **Year 4** | Vikings - 1066 | Plants of the World | The Egyptians: Cleopatra (whole term) | The Egyptians: Cleopatra (whole term) | Windrush | Brazil |
| **Year 5** | Henry VIII and the Tudors | Mapping the UK | The Victorians and Children’s Rights | North America | Ancient Greeks | Japan: Extreme Weather |
| **Year 6** | World War II | Local Area Study | Nelson Mandela | Natural Resources | Early Islamic Civilisation | Rivers: The Thames vs. The Amazon |

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| Physical Education | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | Gymnastics/ Swimming | Games- Send and Return  /Swimming | Dance  /Swimming | Games- Hit, Catch, Run   /Swimming | Gymnastics  /Swimming | Dance  /Swimming |
| **Year 2** | Gymnastics  /Swimming | Games- Attack, defend, shoot  /Swimming | Dance  /Swimming | Gymnastics  /Swimming | Dance    /Swimming | Athletics- Run, Jump, Throw  /Swimming |
| **Year 3** | Outdoor and Adventurous Activities | Gymnastics/  Netball | Dance  /Athletics | Gymnastics/  Invasion Games- Football | Dance/  Net and Wall  Games- Tennis | Athletics /  Striking and Fielding Games- Cricket |
| **Year 4** | Outdoor and Adventurous Activities / Tag Rugby | Gymnastics/  Netball | Dance  /Athletics | Gymnastics/  Invasion Games- Football | Dance/  Net and Wall  Games- Tennis | Athletics /  Striking and Fielding Games- Cricket |
| **Year 5** | Outdoor and Adventurous Activities  /Swimming | Netball  /Swimming | Gymnastics  /Swimming | Dance  /Swimming | Cricket  /Swimming | Athletics  /Swimming |
| **Year 6** | Outdoor and Adventurous Activities | Tag Rugby | Gymnastics | Dance | Cricket | Athletics |

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| RE | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | Why is it good to listen to and remember the stories Jesus told?  The parables of Jesus | Nativity Characters: Which character are you?  Why are you important? | Judaism  What is it like to live as a Jew? | Why is Easter the most important festival for Christians? | Islam  What does it mean to be a Muslim? | Is it all right to believe different things from each other?  Introduction to different religions |
| **Year 2** | What responsibility has God given people about taking care of Creation? | Where is the light of Christmas? | Judaism  Why are they having a party? | How do Easter symbols help us to understand the meaning of Easter for Christians? | Islam  What is the best way for a Muslim to show commitment to God? | Why do Christians make and keep promises before God? |
| **Year 3** | Why is the Bible important for Christians today? | How did advent and Epiphany show us what Christmas is really like? | Judaism  What does it mean to be a Jew? | Who is the most important person in the Easter story? | Buddhism  What is Budhism? | Who is Jesus (I am …..statements) |
| **Year 4** | What does it mean to be a Christian in Britain today? | What do Christians mean by peace at Christmas? | Hinduism  What is the importance of symbolism, beliefs and teaching in Hinduism? | How does Holy Communion build a Christian community? | Sikhism  What do Sikhs believe? | How did belief in God affect the actions of people from the Old Testament? |
| **Year 5** | What do the miracles of Jesus teach? | How do art and music convey Christmas? | Hinduism  What does it mean to be a Hindu? | What happens in church at Easter? | Sikhism  What does it mean to be a Sikh? | The journey of life and death |
| **Year 6** | Understanding faith in…. | How would Christians advertise Christmas to show what Christmas means today? | How has the Christian message survived for over 2000 years? | Easter Hope | Buddhism  What does it mean to be a Buddhist? | Who decides  Version a or b? |

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|  | Art | | | Design Technology | | |
| **Drawing** | **Painting** | **Mixed Media** | **Designing & Making** | **Textiles / Construction** | **Cooking and Nutrition** |
| Year 1 | **Landscape Drawing – My Local area**  Focus: shape | **Colour Creations- Leaf Prints**  *Focus: colour/pattern* | **Matisse – The Snail**  *Focus: collage/colour/ texture/pattern* | **Split-pin Puppets**  *Focus: Mechanisms – Moving Toys* | **Making a bird house**  *Focus: 2d to 3d design* | **Growing Cress and Making sandwiches**  *Focus: healthy diet/where does food come from?* |
| Year 2 | **Keith Haring & Activist Art**  *Focus: line & shape* | **The River Thames & Monet**  *Focus: great artists & developing use of colour* | **Kenyan Coil Jar**  *Focus: clay* | **Design a Vehicle**  *Focus: wheels and axels* | **Finger Puppets**  *Focus: templates and joining* | **Making Bread**  *Focus: food preparation* |
| Year 3 | **Cave Drawings**  *Focus: Charcoal/ chalk* | **Abstract Art - Sonia Delaunay**  *Focus: rhythm and movement* | **Roman Mosaics**  *Focus: space/form* | **Pop-up Books**  *Focus: mechanisms – rotators and springs* | **Roman Drawstring Bag**  *Focus: 2d design to 3d product / aesthetics* | **Healthy European Dish**  *Focus: healthy diet & cooking techniques* |
| Year 4 | **Van Gogh and Still Life Drawing**  *Focus: observational sketching /details* | **Andy Warhol & Pop Art**  *Focus: colour/pattern/ tone* | **Indian Art**  *Focus: pattern/layering* | **Making Torches**  Focus: simple circuits and switches | **Making Photo frames for Windrush exhibit**  Focus: appealing design/ cutting/ shaping /joining/ finishing | **Seasonal Food**  *Focus: seasonality of food* |
| Year 5 | **Victorian Perspective Drawing**  Focus: developing drawing techniques | **David Hockney**  *Focus: building technique* | **Greek Vases**  *Focus: Wire and modroc* | **Programming Pioneers**  *Focus: CAD* | **Designing the Ultimate Raincoat**  *Focus: investigate and analyse / evaluate* | **Making Biscuits – Great British Bake-off**  *Focus: selecting ingredients / appealing design* |
| Year 6 | **Perspective Drawing of the Blitz**  *Focus: building technique* | **William Morris Prints**  *Focus: colour/pattern atmosphere* | **Protest/ Street Art: Banksy & Keith Haring**  *Focus: compare* | **Bridges and Architecture**   *Focus: pulleys and gears* | **Clay Animation Video**  *Focus: Animation* | **Fair Trade Meal**  *Focus: seasonality/ sustainability* |

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| Computing | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | Taking Photos & Creating Chatterpix | Making Weather maps & Programming Code-A-Pillars & Beebots | Book Creator | Maze Explorers | Grouping and Sorting | Presentation |
| **Year 2** | Presentation with PurpleMash | Programming Beebots & Blue-bots | Effective Searching & Presentation | Coding with Scratch Junior app | Making Music; Digital Art | Coding with PurpleMash |
| **Year 3** | Augmented Reality & Word | Coding with PurpleMash | Augmented Reality & Powerpoint | Spreadsheets | Coding with Logo | Email |
| **Year 4** | Programming with Scratch | Filming / Animation | Augmented Reality & Word | Coding Quizzes | Creating games with PurpleMash | Simple Webpage Design |
| **Year 5** | Augmented Reality & Book Creator | Developing Games with Scratch | Presentation | 3-D Modelling | Filming/ Animation | Coding with PurpleMash |
| **Year 6** | Film-making | Coding | Blogging | Networks & Spreadsheets | Online Safety | Presentation |

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| Music – Music Express (ME) Units | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | Ourselves  Our bodies | Weather  Seasons | Storytime (inc 3 little pigs)  Pattern | Our School  Animals | Travel  Number | Water  Machines |
| **Year 2** | Ourselves  Animals | Weather  Pattern | Toys  Storytime | Our Land  Seasons | Travel    Number | Our Bodies  Water |
| **Year 3** | Singing French  Communication | Human Body (inc skeleton)  Environment | Poetry  China / Chinese New Year | Building  Sounds | Time  Ancient Worlds | Food & Drink  In the Past (inc Tudor Dance) |
| **Year 4** | Communication  In the Past | Environment  Recycling (inc. Making musical instruments) | Ancient Worlds (Egypt)  Food & Drink | Singing Spanish  Sounds | Around the World (Slavery & Spiritual Songs)  Time | Building  Poetry |
| **Year 5** | Life Cycles | Keeping Healthy | Solar System | Our Community | At the Movies | Celebration |
| **Year 6** | World Unite | Journeys | Roots | Growth | Class Awards | Moving On |

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| French - Foreign Language | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | Greetings  Je suis Préhistorique  Colours – ID (name age city) | Numbers 0-12 Colours  European countries and flags  Christmas | 3 Kings Festival & Roule Galette Story Candlemas  How are you?  Roman numbers // 0-20 | Animals /PetsColours  Days  Phonics | Numbers to 31  Body Parts | French-speaking countries  A few flags and nationalities  Revisions |
| **Year 4** | Back to School  Classroom items Brothers and sisters | Months & numbers 1-31  Birthdays &  Dates  Book – Les Orteils n’ont pas de nom  Christmas | Epiphany  Alphabet // hieroglyphs  Musical instruments  Feelings | Places in the house  School subjects | Seasons - Fruits and vegetables  Weather  Clothes | Time  Magritte  And transports  Assessment  ( Language Magician) |
| **Year 5** | Family  European Day of Languages  Henry VIII’s family | Kings’ pastimes  Sports and Flags  Christmas | Epiphany  Continents Map  Haiti  // Salutations Greeting songs  Solar System and Planets  Candlemas | New song  L’Hymne de la Vie  Maps French –speaking countries  Landscape features  Compass points | Kids United  “L’hymne de la Vie”  Feelings  Directions  Places in town | Water Cycle  (CLIL Unit) |
| **Year 6** | Revision of greetings, numbers, song, phonics  Hygiene and Covid song  European day of Lnaguages  WWII and food | Food  Likes and dislikes  Places in Town  Christmas | Epiphany  About me  Nelson Mandela  Candlemas | Transport and holidays  Products from French-speaking countries  Senses  Fairtrade link  New song  L’Hymne de la Vie | Language Magician  Summer sporting events in France | Reflection on language-learning skills and strategies for KS3  Transition project? |

**Wider Curriculums:**

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| **Year 1** | | | | | | |
| Big Question | *How Does a Human Take Care of Themselves and Each Other?* | | *What Does it Mean When Things Change?* | | *How Can a Person Make a Difference?* | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **History/Geography** | Toys  *I can recognise the difference between the past and present*  *I can use artefacts to investigate the past*  *I can place objects in order of age*  *I can use words to describe the past “a long time ago…before I was born…”* | Weather  *I can talk about the weather*  *I can use information given to me*  *I can ask and answer questions about places and environments*  *I can compare two locations* | Homes in London  *I can use evidence to answer questions about the past*  *I can place objects in order of age*  *I can use a timeline* | Our Country  *I can describe places using geography words such as human and physical*  *I can describe what sorts of things I see in an environment*  *I can talk about similarities and differences between localities* | Great Explorers  *I can place events in the order that they happened*  *I can retell stories about the past*  *I can describe the actions of people in the past* | My School and Local Area  *I can explain what I like and dislike about an environment*  *I can use observation skills when I visit an environment*  *I can talk about ways to improve the locality* |
| **Science** | Humans  *I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense* | Seasonal Changes  *I can observe changes across the four seasons*  *I can observe and describe weather associated with the seasons and how day length varies* | Materials  *I can distinguish between an object and the material from which it is made*  *I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock*  *I can describe the simple physical properties of a variety of everyday materials*  *I can compare and group together a variety of everyday materials on the basis of their simple physical properties* | Animals in the Local Area  *I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals*  *I can identify and name a variety of common animals that are carnivores, herbivores and omnivores*  *I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets* | Plants  *I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees*  *I can identify and describe the basic structure of a variety of common flowering plants, including trees* | Super Scientists & Innovative Inventors  *All science key skills covered. Focus on the skills your class most need.* |
| Make simple observations  identify and classify objects and animals  Ask simple questions and find the answer in different ways (eg. by practical investigation, or survey).  Make close and careful observations over time (eg. plants growing) and, with guidance, identify patterns and relationships.  Carry out simple tests in small groups.  Identify features of different items and classify them (eg. magnetic/non-magnetic).  Use simple scientific language relevant to the area of study and in investigations (eg. prediction, method, result, conclusion).  Record my observations in writing, simple diagrams and ICT and make comparisons  I say whether what happened was what I expected |
| **Art & DT** | Split-pin Puppets  Focus: Mechanisms & Moving Toys  ***Please see Art & DT Curriculum Map*** | Colour Creations – Leaf Prints   Focus: colour/pattern  *I can explore materials and methods*  *I can try out my ideas* | Making a bird house  Focus: 2D to 3D de  Sign  ***Please see Art & DT Curriculum Map*** | Landscape drawing – My local area  Focus: shape  *I can create my own work*  *I can present my work for lots of different reasons*  *I can discuss my own ideas* | Growing cress and making sandwiches  Focus: healthy diet/ where does our food come from?  ***Please see Art & DT Curriculum Map*** | Matisse – The Snail  Focus: collage/colour/texture/pattern  *I can use a range of materials*  *I can respond to ideas*  *I can discuss the work of others* |
| **R.E.** | Why is it good to listen to and remember the stories Jesus told?  The parables of Jesus | Nativity Characters: Which character are you?  Why are you important? | Judaism  What is it like to live as a Jew? | Why is Easter the most important festival for Christians? | Islam  What does it mean to be a Muslim? | Is it alright to believe different things from each other? Introduction to religions |
| **Computing** | Taking Photos & Creating Chatterpix  *I can use technology safely and respectfully*  *I can use technology purposefully to create, organise, store, manipulate and retrieve digital content* | Programming Code-A-Pillars & Beebots;  Making Weather maps &  *I can use technology safely and respectfully, keeping personal information private*  *I can identify*  *where to go for help and support when I have concerns about content or contact on the internet or other online technologies.*  *I can use technology purposefully to create, organise, store, manipulate and retrieve digital content*  *I can understand what algorithms are*    *I can use logical reasoning to predict the behaviour of simple programs*  *I can understand that programs execute by following precise and unambiguous instructions*  *I can create and debug simple programs* | Book Creator  *I can use technology safely and respectfully and identify where to go for help*  *I can recognise common uses of information technology beyond school*  *I can use technology purposefully to create, organise, store, manipulate and retrieve digital content* | Programming Beebots & Maze Explorer  *I can use technology safely and respectfully and identify where to go for help*  *I can understand what algorithms are and how they are implemented as programs on digital devices*    *I can use logical reasoning to predict the behaviour of simple programs*  *I can understand that programs execute by following precise and unambiguous instructions*  *I can create and debug simple programs* | Grouping and Sorting  *\* I can use technology safely and respectfully and identify where to go for help*    *\* I can recognise common uses of information technology beyond school*    *\* I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.* | Presentation (Word)  *I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on*  *the internet or other online technologies.*  *I can use technology purposefully to create, organise, store, manipulate and retrieve digital*  *content* |
| **PSHE** | Jigsaw: Being me in my world | Jigsaw: Celebrating difference | Jigsaw: Dreams and goals | Jigsaw: Healthy me | Jigsaw: Relationships | Jigsaw: Changing me |
| **Physical Education** | **Gymnastics- Points and Patches**  I can do travelling and jumping actions and stay still when required.  I can land safely and with control.  I can make up and perform simple movement phrases in response to simple tasks  I know when my body is active and I can talk about the difference between tension and relaxation  I can share the space and apparatus safely. | **Games**  **Send and return+ Attack, defend, shoot**  I can show control and accuracy when I roll and throw the ball  I can watch the ball carefully and get in line with it  I can be still and move to aim into a target  I can recognise where the space is and use it to beat my opponent  I know where to stand o make it difficult for my opponent to score points  I can show control and accuracy with the basic actions of attacking, defending and shooting  I can copy what I see and say why it is good | **Dance -**  I can respond to different stimuli (stories, poetry, music, and event) with a range of actions.  I can copy and explore basic body actions.  I can copy simple movement patterns  I can use simple dance vocabulary to describe movement.  I can choose movements to make into their own phrases with beginnings, middles and ends.  I can talk about dance, linking movement to moods, ideas and feelings. | **Games**  **Hit, catch and run**  I can show control and accuracy with the basic actions for controlling and striking a ball  I understand how to hit into space  I recognise space in my games and use it to help myself do well in the game | **Gymnastics- Wide, Narrow, Curled**  I can do basic travelling, climbing and balancing actions and stay still when required.  I can link and repeat.  I am starting to join different ideas together in a sequence.  I can share the space and apparatus safely.  I can perform movement phrases with control and accuracy  I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language  I can copy a partner's sequence of movement. | **Dance**  I can practise and repeat movement phrases and perform them in a controlled way.  I can know where my heart is and understand why it |
| **Physical Education**  **Swimming** | **Swimming**  **--------** | **Swimming**  I can enter and exit the water safely and carefully, as taught;  I can move on and below the surface, showing confidence and enjoyment in the water  I can blow bubbles rhythmically with nose and mouth submerged  I can stretch out and keep afloat on the surface, using a number of body shapes  I can fully submerge my face with confidence  I can blow bubbles rhythmically | **Swimming**  I can use different arm and leg actions to propel my body through the water, at first upright and then horizontal, using swimming aids and support  I can gradually coordinate these actions, to balanced and in control of my body | **Swimming**  I can float on my backs with or without floating aids  I can move from horizontal floating on the front or back and return to standing  I can push from wall and glide on the back (optional with arms extended).  I can push off, glide (on front and back) and kick my legs across the pool.  I can fully submerge to pick up an object. | **Swimming**  I am attempting to push and glide on front and back independently  I know how to blow bubbles while travelling across water  I can keep calm and relax while travelling under water. | **Swimming**  I can jump in from poolside safely  I am attempting to use arm and legs to propel across water independently for a short distance.  I can streamline my body while swimming.  I can recognise and identify the purpose of beach flags.  I know how to signal for help. |
| **Music** | Music Express:  Ourselves  *I can create and respond to vocal sounds*  *I can explore how to change sounds*  *I can create and place vocal and body percussion sounds*  *I can explore descriptive sounds*  Our bodies  *I can perform a steady beat at two different speeds (tempi)*  *I can respond to change of mood in a piece of music with a slow and fast steady beat*  *I can Identify a repeated rhythm pattern*  *I can combine a rhythm pattern and a steady beat*  *I can perform together with concentration*  *I can perform rhythm patterns on body percussion to a steady beat*  *I can invent and perform new rhythms to a steady beat* | Music Express:  Weather  *I can explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments*  *I can improvise descriptive music*  *I can Identify a sequence of sounds (structure) in a piece of music*  *I can respond to music through movement*  Seasons  *I can identify changes in pitch and responding to them with movement*  *I can contrast changes in pitch with changes in dynamics*  *I can relate pitch changes to graphic symbols and perform pitch changes vocally*  *I can listen and respond to a falling pitch signal*  *I can distinguish between pitched and unpitched percussion sounds*  *I can listen in detail to a piece of orchestral music* | Music Express:  Storytime (inc. 3 Little Pigs)  I *can discuss basic musical terms – fast, slow, loud, quiet*  *I can understand how music can tell a story*  *I can perform with concentration*  *I can play fast, slow, loud, and quiet*  *I can create music that matches an event in a story*  *I can rehearse and perform with others*  *I can learn new songs and chants*  Pattern  I *can mark a steady beat with voices and body percussion*  *I can count and perform a steady beat in patterns of two, three, and four*  *beats*  *I can explore different ways to emphasise the first beat in a repeating pattern*  *or metre*  *I can identify metre by recognising its pattern*  *I can divide the number 12 into twos, threes, and fours*  *I can explore different ways to emphasise* beats to form a group  I can explore sounds on instruments and finding different ways to vary their sound | Music Express:  Our School  *I can explore different sound sources and materials*  *I can analyse the dynamics and duration of sounds around the school*  *I can explore these elements/dimensions on instruments*  *I can create two contrasting textures*  *I can sing a song*  *I interpret sounds and explore instruments*  *I can create a soundscape as part of a song performance*  Animals  *I can understand pitch and make high and low vocal sounds*  *I can relate pitch to high and low body posture*  *I can understand pitch by singing a song with contrasting high and low*  *melodies*  *I can identify and play high and low pitches in music*  *I can explore and develop an understanding of pitch using the voice and body movements*  *I can recognise and perform pitch changes and contrasts* | Music Express:  Travel  We can combine voices, movement, and instruments to perform a chant and  a song  I can keep a steady beat, including on instruments  I can create word rhythms  I can perform word rhythms with movement  I can respond to music in movement  I can play and combine simple word rhythms  Number  I can recognise and develop a sense of steady beat using voices and body percussion  I can identify and perform changes in tempo  I can learn to play percussion with control  I can keep a steady beat and using dynamics to vary the musical effect  I can identify and keep a steady beat using movement, body percussion, and instruments  I can recognise and respond to changes in tempo in music | Music Express:  Water  I can create a picture in sound  I can understand musical structure by listening and responding  I can perform a simple repeated pattern  Machines  I can maintain a steady beat  I can sequence sounds  I can play to a steady beat  I can play at different speeds (tempi)  I can control changes in speed (tempi)  World Music Day  21st June |
| **Trips** | Museum of Childhood | Greenwich Ecology Park/Soanes Centre  Weather Workshop | Geffrye Museum  Docklands Museum | The Horniman Museum | Mosque | The Tate Modern (take Thames Clippers)  Mudlarking at the Docklands Museum |
| **Key Text** | Lost in the Toy Museum  By David Lucas  Gingerbread Man  Dogger by  Shirley Hughes  Naughty Bus by Jan and Jerry Oke | When will it be spring? By Catherine Walters  Weather Poems  (1/2weeks)  Information Text on different types of weather’  ‘National Geographic Little Kids First Big Book of Weather’.  Also ‘What will the Weather be**?** Lynda Dewitt  Stick Man  Julia Donaldson | The House that Once Was  Julie Fogliano & Lane Smith  The Three Little Pigs  Rumplestiltskin (Nina Birch Training unit)  Home  Carson Ellis | Beegu  Alexis Deacon    Katie in London  James Mayhew ( non-chon report) 1 week  The Smartest Giant in Town ( Nina Birch Training unit)  Senses Poetry  (Children describe a special place to them using their senses)  (1 week) | The Lonely Beast  Chris Judge  The Extraordinary Gardener (links to Plants)  Sam Boughton  Alastair Humphry’s Great Adventurers | Where the Wild Things Are ‘Maurice Sendak  (Nina Birch Training )    ‘The TIger Who Came to Tea’  Judith Kerr  ‘Look Up’ Nathan Byron ( links to Science: Mae Jemison) |

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| **Year 2** | | | | | | |
| Big Question | *How Should we Look After Each Other and our Local Area?* | | *What are some big changes that have happened in London?* | | *Can we Learn from Each Other to Make a Difference?* | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **History/Geography** | Florence Nightingale and Mary Seacole    *I can use evidence to ask and answer questions about the past*  *I can use artefacts, pictures, stories, the internet and other databases to investigate the past*  *I recognise that there are reasons why people from the past acted as they did* | Kenya  *I can use information (including the internet) to help me answer questions about the environment*  *I can give my views on an environment or locality*  *I can make comparisons* | The Great Fire of London  *I can place events and objects on a timeline*  *I can recognize that my life is different than people from the past*  *I can explain some of the different ways in which the past has been represented*  *I can use words to describe the passing of time* | What a Wonderful World  *I can use geographical vocabulary*  *I can name and locate the world’s seven continents and five oceans*  *I can identify the location of hot and cold areas of the world*  *I can use a world map, atlas and globe* | Rosa Parks  *I can recognise that there are reasons why people acted as they did in the past*  *I can describe people and events that I have studied*  *I can make comparisons between people from different time periods* | The Thames / Seaside  *I can investigate the character of my own area*  *I can make notes about the features that gives places their character*  *I can describe the human and physical features of places*  *I can use geographical vocabulary*  *I can use locational language* |
| **Science**  Make simple observations  identify and classify objects and animals  Ask simple questions and find the answer in different ways (eg. by practical investigation, or survey).  Make close and careful observations over time (eg. plants growing) and, with guidance, identify patterns and relationships.  Carry out simple tests in small groups.  Identify features of different items and classify them (eg. magnetic/non-magnetic).  Use simple scientific language relevant to the area of study and in investigations (eg. prediction, method, result, conclusion).  Record my observations in writing, simple diagrams and ICT and make comparisons  I say whether what happened was what I expected | Animals & Humans  I *I can notice that animals,including humans, have offspring which grow into adults*  *I I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*  *I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.* | The Environment  *I can observe closely, using simple equipment by measuring the time taken for ice to melt in a comparative test.*  *I can identify and classify by sorting litter into recycling groups based on their materials.*  *I can use observations and ideas to suggest answers to questions by suggesting ways that waste can be reduced, reused and recycled.*  *I can use observations and ideas to answer questions by thinking of ways to persuade people to use less energy.*  *I can gather and record data to help in answering questions by taking surveys.*  *I can ask simple questions and recognise that they can be answered in different ways by researching the rainforest*  *I can perform simple tests, by investigating how much water can be saved by turning off the tap while washing hands*  I can ask simple questions and recognise that they can be answered in different ways by asking and answering questions about endangered animals. | Living Things & Their Habitats  *I can explore and compare the differences between things that are living, dead, and things that have never been alive*  *I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other*  *I can identify and name a variety of plants and animals in their habitats, including micro-habitats*  *I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food* | Materials  *I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses*  *I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.* | Plants  *I can observe and describe how seeds and bulbs grow into mature plants*  *I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.* | Super Scientists & Innovative Inventors  All science key skills covered. Focus on the skills your class most need. |
| **Art & DT** | Finger Puppets  Focus: Templates and joining  ***Please see Art & DT Curriculum Map*** | Kenyan Art – Making a coil jar with clay  Focus: clay  *I can describe characteristics of different types of art, craft and design*  *I can use my ideas and make clear choices about my wor*k | Making Bread  Focus: food preparation  ***Please see Art & DT Curriculum Map*** | Design a Vehicle  Focus: wheels and axels  ***Please see Art & DT Curriculum Map*** | Keith Haring & Activist Art  Focus: line and shape  *I can talk about the work of different artists and compare it to my own work*  *I can explore different methods and materials*  *I can use art to show my ideas* | The River Thames and Monet  Focus: great artists and developing use of colour  *I can show control in the methods and materials that I use in my work*  *I can describe similarities and differences between methods*  *I can suggest ways to improve my own work* |
| **R.E.** | What responsibility has God given people about taking care of Creation? | Where is the light of Christmas? | Judaism  Why are they having a party? | How do Easter symbols help us to understand the meaning of Easter for Christians? | Islam  What is the best way for a Muslim to show commitment to God? | Why do Christians make and keep promises before God? |
| **Computing** | Presentation  *I can use technology safely and respectfully, keeping personal information private*  *I can use technology purposefully to create, organise, store, manipulate and retrieve digital*  *content* | Programming Beebots & Blue-bots  *I can use technology safely and respectfully, keeping personal information private*  *I can identify*  *where to go for help and support when I have concerns about content or contact on the internet or other online technologies.*  *I can understand what algorithms are and how they are implemented as programs on digital devices*    *I can use logical reasoning to predict the behaviour of simple programs*  *I can understand that programs execute by following precise and unambiguous instructions*  *I can create and debug simple programs* | Effective Searching & Presentation  *I can use technology safely and respectfully and identify where to go for help*  *I can recognise common uses of information technology beyond school*  *I can use technology purposefully to create, organise, store, manipulate and retrieve digital content* | Coding with Scratch Junior app  *I can use technology safely and respectfully, keeping personal information private*  *I can identify*  *where to go for help and support when I have concerns about content or contact on the internet or other online technologies.*  *I can understand what algorithms are and how they are implemented as programs on digital devices*    *I can use logical reasoning to predict the behaviour of simple programs*  *I can understand that programs execute by following precise and unambiguous instructions*  *I can create and debug simple programs* | Making Music, Digital Art & Presentation  *I can use technology safely and respectfully, keeping personal information private*  *I can recognise common uses of information technology beyond school*  *I can use technology purposefully to create, organise, store, manipulate and retrieve digital content* | Coding with PurpleMash  *I can use technology safely and respectfully, keeping personal information private*  *I can identify*  *where to go for help and support when I have concerns about content or contact on the internet or other online technologies.*  *I can understand what algorithms are and how they are implemented as programs on digital devices*    *I can use logical reasoning to predict the behaviour of simple programs*  *I can understand that programs execute by following precise and unambiguous instructions*  *I can create and debug simple programs* |
| **PSHE** | Jigsaw: Being me in my world | Jigsaw: Celebrating difference | Jigsaw: Dreams and goals | Jigsaw: Healthy me | Jigsaw: Relationships | Jigsaw: Changing me |
| **Physical Education** | **Gymnastics- Parts High and Parts Low**  I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination.  I can make up sequences.  I can move smoothly from a position of stillness to a travelling movement/another stillness.  I know that gymnastics makes my heart beat faster. | **Games**  **Attack, defend and shoot through inventing and creating games**  I can perform a range of skills with control (focus on different generic skills – rather than named sports – over the weeks i.e rolling, throwing, striking, kicking, catching and gathering skills)  I can watch and describe performances accurately  I recognise what is successful  I can choose and use tactics that work for my game  I understand and can describe changes to my heart rate when playing different games  I can make up a game using games equipment that increases my heart rate  I can know how to score and keep the rules of my game  I can watch and describe the games of others accurately  I can record my game and teach others how to play (link to instructional writing) | **Dance- Great Fire of London**  I can talk about different stimuli as the starting point for creating dance phrases and short dances.  I can explore actions in response to stimuli such as stories, poems, events, rhythms, music, props etc  I can show some sensitivity to the accompaniment. | **Gymnastics-**  **Spinning, Turning and Twisting**  I can perform a range of actions (travelling, balancing, jumping and rolling) with control and coordination.  I can make up sequences of gymnastic actions.  I can adapt the sequence to include floor, mats, apparatus, showing control, accuracy and fluency.  I can repeat and perform a short sequence where there is a clear beginning, middle and end.  I can describe a sequence accurately, commenting on what it contains and whether it is performed smoothly and with control.  I can choose one aspect of their sequence to improve, and say how to improve it. | **Dance**  I can perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings.  I can show an understanding of mood and describe how a dance makes me feel.  I can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels  I can show a growing range of creative movements.  I can choose and link actions to make short dance phrases  I can describe dance phrases and expressive qualities | **Athletics**  **Run, Jump & Throw**  I can run at different speeds for short and long distances  I can learn to run at different speeds over obstacles  I can throw across long and short distances  I can aim at a target when throwing  I can link a variety of jumps together  I know which muscles make power and how they are important when jumping  I can throw into targets set at different distances  I can use different techniques and speeds to meet challenges set for running, jumping and throwing.  I can describe what happens to my body when I am taking part in Athletics |
| **Physical Education**  **Swimming** | ------ | I can enter and exit the water safely, as taught  I can move around and across the pool, eg walking, running, hopping, with swimming aids and support  I can move on and below the surface, showing confidence and enjoyment in the water | I can move on and below the surface, showing confidence and enjoyment in the water.  I can submerge fully and with confidence.  I can stretch out and keep afloat on the surface, using a number of body shapes | I can use different arm and leg actions to propel my body through the water.  I can keep horizontal body position when swimming.  I can gradually coordinate these actions, to balanced and in control of my body.  I can perform a tuck float and hold it for 5s.    I can talk about what my body feels like in the water and describe how it feels different when moving in the same way in water and on land | I can use effective front crawl and back stroke (alternating) leg kick to propel across water independently  I can use simultaneous leg action (dolphin kick or breast stroke kick)  I know how to float and rest in the water  I can perform a rotation from back to front and stand up  I can perform a rotation from front to back and stand up | I can begin to swim short distances of between 5 and 10 metres without floating aids.  I know how to breath while swimming.  I can identify an open water hazard near my home or school. |
| **Music** | Ourselves  *(Exploring Sounds)*  *I can create and respond to vocal sounds and body percussion*  *I can develop the use of vocal sounds to express feelings*  *I can explore expression in a conversation without words*  *I can notate pitch shape and duration using simple line graphics*  *I can understand how mood can be expressed using the voice*  *I can understand the structure of call and response songs*  Animals (Pitch)  *I can listen to a steady beat and responding in movement*  *I can identify and respond to changes in pitch, upwards and downwards*  *I can perform changes in pitch using whole body movement and voice*  *I can understand and perform upwards and downwards pitch direction*  *I can read pitch line notation*  *I can play pitch lines on tuned percussion*  *I can combine pitch change with changes in other elements/dimensions* | Weather  (Exploring Sounds)  I can perform a rhythmic chant and playing an independent rhythm pattern  to accompany it  I can listen in detail to a piece of orchestral music  I can perform an updated version of a traditional nursery rhyme with a rap  section included  I can accompany a song with three different repeated word patterns  I can compose music to illustrate a story  Pattern (Beat)  *I can perform steady beat patterns, including in groups, to accompany a song*  *I can play different patterns of steady beat within four beats, and match*  *them to a simple score*  *I can perform and create simple rhythms using a simple score*  *I can perform and create simple three-beat rhythms using a simple score*  *I can interpret a score to perform different beat patterns*  *I can perform beat patterns with voices and percussion*  *I can explore different ways to organise music* | Toys (Beat)  *I can keep a steady beat at different speeds (tempi)*  *I can mark beats within a four-beat metre*  *I can develop a sense of steady beat through chant, actions, and instruments*  *I can perform a steady beat*  *I can change tempo*  *I can respond to images*  Storytime *(Exploring Sounds)*  *I can combine sounds to create a musical effect*  *I can understand how music, dance, and drama can combine in storytelling*  *I can explore voices to create descriptive musical effects*  *I can create and match descriptive sounds made with the voice*  *I can perform to an audience* | Our Land  (Exploring Sounds)  *I can explore timbre and texture to understand how sounds can be descriptive*  *I can match descriptive sounds to images*  *I can identify ways of producing sounds*  *I can listen to and evaluate composition*  *I can rehearse and refine to develop a performance*  Seasons  *(Pitch)*  *I can sing with expression, paying attention to the pitch shape of the melody*  *I can sing using sign language in a song*  *I can accompany a song with vocal and instrumental ostinato*  *I can identify rising and falling pitch*  *I can perform a rising pitch sequence in a song*  *I can listen and respond to pitch changes with movements* | Travel  (Performance)  *I can explore patterns of physical movement in a game song*  *I can respond to a song with movement*  *I can use simple musical vocabulary to describe music*  *I can combine steady beat and rhythms to accompany a song*  *I can listen and respond to contemporary orchestral music*  *I can play an instrument game to practise steady beat at changing tempi*  *I can prepare and improve a performance using movement, voice and*  *percussion*  *I can use instruments expressively*  *I can understand notation*  Number (Beat)  *I can perform a steady beat and simple rhythms using movement, percussion,*  *and body percussion*  *I can understand and differentiate between beat and rhythm* | Our Bodies  (Beat)  *I can recognise and respond to steady beats, including at different tempi*  *I can recognise and play rhythmic patterns*  *I can recognise and respond to a rhythm ostinato pattern*  *I can play steady beats at different tempi on body percussion and*  *instruments*  *I can sing in two parts and combine steady beats*  *I can perform rhythmic movement patterns to a steady beat*  *I can perform rhythmic patterns on percussion*  Water (Pitch)  *I can understand pitch through singing, movement, and note names*  *I can perform a melody*  *I can understand melody through songs, movement, and performing pitch*  *shapes on tuned instruments*  *I can explore and develop an understanding of pitch*  *I can use musical scales, high notes and low notes in a composition* |
| **Trips** | Florence Nightengale Museum | Recycling Centre  Art Workshop? | St. Paul’s (Great Fire of London Workshop) | Cutty Sark  Synagogue  Transport for London Museum | Botanical Gardens at the Barbican | Trip to the seaside |
| **Key Text** | Traction Man  Day the crayons quit | ‘The Hunter**’**  Paul Geraughty    ‘Lila and the Secret of Rain**’**  David Conway    ‘Wangari’s trees of Peace’ Jeanette Winter    African poetry  ‘Pass it On’ African- American Poetry for children.  (1 week performance poetry) | Samuel Pepys’ diary  *(*Nina Birch Training unit for GFoL)  ‘Owl Babies’ (Nina Birch training – write new version ‘Fox Babies’)    The Story Machine  Tom McLaughlin | The Sea Monster  Christopher Wormell  The Tin Forest by Helen Ward  Captain Flinn and the Pirate Dinosaurs  Giles Andreae & Russell Ayto  Tell me a Dragon  Jackie Morris  (poem to describe own dragon using similes) | Information report on Nocturnal  animals  (Nina Birch Training Unit)  The Disgusting Sandwich  Gareth Edwards & Hannah Shaw  Ruby Bridges Goes to School | The Tunnel  Anthony Browne  Into the Forest  Anthony Browne  A River by Marc Martin  (Write River poems using senses to describe) |

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| **Year 3** | | | | | | |
| Big Question | *Does the Past Help us to Understand who we are?* | | *Is change a positive thing?* | | *What Qualities do you Need to Make a Difference?* | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **History/** **Geography** | Stone Age to Iron Age  *I can use evidence to find answers to questions about the past*  *I can use dates and other historical vocabulary*  *I can identify some of the different ways in which the past has been represented* | Europe  *I can locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities*  *I can use atlases and globes accurately*  *I can describe and understand key aspects of human geography*  *I can identify the position and significance of latitude, longitude and the Equator* | Romans  *I use evidence to find answers to questions about the past*  *I can describe some of the main events, people and periods I have studied*  *I suggest causes and consequences of the main events and changes in history*  *I can place events chronologically on a timeline* | | Anglo-Saxons and Scots  How did Aethelbert make a difference?  *I can use dates and other historical vocabulary*  *I can show some of the similarities and differences between periods I have studied*  *I can place people and periods I have studied into different periods of time* | Volcanoes  *I can talk about physical and human features*  *I can discuss changes over time*  *I can use skills and sources of evidence to respond to a range of geographical questions*  *I can use atlases and globes accurately*  *I can use technical vocabulary with accuracy* |
| **Science**  Ask relevant questions that can be answered using a range of scientific enquiry approaches.  Choose an appropriate approach to an enquiry (eg. fair test or observation).  Set up simple practical enquiries using comparative and fair testing.  Make systematic and careful observations, including taking measurements, using a range of equipment.  Gather, record, classify and present data in a variety of ways to answer questions (eg. table, venn diagram, carroll diagram, bar chart).  Record observations using drawings and labelled diagrams.  Report results and conclusions orally, in writing, displays and presentations  Identify differences, similarities or changes related to simple scientific ideas and processes  Use scientific language, drawings, labelled diagrams, keys, bar charts, and tables with growing accuracy  Draw simple conclusions from results and make further predictions from them based on patterns identified.  Suggest how a method could be improved to provide more accurate results.  Use straightforward scientific evidence to answer questions or to support their findings**.** | Light  *I can recognise that they need light in order to see things and that dark is the absence of light*  *I can notice that light is reflected from surfaces*  *I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes*  *I can recognise that shadows are formed when the light from a light source is blocked by a solid object*  *I can find patterns in the way that the size of shadows change* | Animals including Humans  *I can 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*  *I can identify that humans and some animals have skeletons and muscles for support, protection and movement* | Forces & Magnets  *I can compare how things move on different surfaces*  *I can notice that some forces need contact between two objects, but magnetic forces can act at a distance*  *I can observe how magnets attract or repel each other and attract some materials and not others*  *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*  I can describe magnets as having two poles  I can predict whether two magnets will attract or repel each other, depending on which poles are facing | Rocks  *I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties*  *I can describe in simple terms how fossils are formed when things that have lived are trapped within rocks*  *I can recognise that soils are made from rocks and organic matter.* | Plants  *I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers*  *I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant*  *I can investigate the way in which water is transported within plants*  *I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed* formation and seed dispersal. | Super Scientists & Innovative Inventors  *All science key skills covered. Focus on the skills your class most need.* |
| **Art & DT** | Cave Drawings  Focus: charcoal / chalk  *I can record sketches of my ideas*  *I can discuss my ideas and meanings* | Making a healthy European dish  Focus: healthy diet & cooking techniques  ***Please see Art & DT Curriculum Map*** | Roman Mosaics  Focus: space/form  *I can explore ideas by talking about them*  *I can investigate materials and methods to develop my understanding*  *I can adapt and improve my work* | Roman drawstring bag  Focus: 2D design to 3D design & aesthetics  ***Please see Art & DT Curriculum Map*** | Sonia Delaunay & Abstract Art  Focus: rhythm and movement  *I can collect information and practical resources to make choices about my work*  *I can talk about the work of more than one artists/designer*  *I can discuss the work of others and comment on their ideas and purposes* | Pop-up books  Focus: mechanisms – rotators and springs  ***Please see Art & DT Curriculum Map*** |
| **R.E.** | Why is the Bible important for Christians today? | How did advent and Epiphany show us what Christmas is really like? | Judaism  What does it mean to be a Jew? | Who is the most important person in the Easter story? | Buddhism  What is Budhism? | Who is Jesus (I am …..statements) |
| **Computing** | Augmented Reality & Word  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that… evaluating and presenting data*  *and information* | Coding with PurpleMash  *I can use technology safely, respectfully and responsibly; recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and*  *correct errors in algorithms and programs*    . | Augmented Reality & Powerpoint  *I can use technology safely, respectfully and responsibly; recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that… evaluating and presenting data*  *and information* | Spreadsheets  *I can use technology safely, respectfully and responsibly; recognise*  *acceptable/unacceptable behaviour*  *I can learn about 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*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and*  *correct errors in algorithms and programs* | Coding with Logo  *I can use technology safely, respectfully and responsibly; recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and*  *correct errors in algorithms and programs* | Email  *I can use technology safely, respectfully and responsibly; recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that… evaluating and presenting data*  *and information* |
| **PSHE** | Jigsaw: Being me in my world | Jigsaw: Celebrating difference | Jigsaw: Dreams and goals | Jigsaw: Healthy me | Jigsaw: Relationships | Jigsaw: Changing me |
| **Physical Education - PPA** | **OAA**  I can recognise where I am on a plan or diagram  I can travel successfully to and from objects and locations on the ground  I can recognise symbols and pictures and relate them to a diagram  I can use a range of skills to lift and carry equipment  I can choose simple approaches to solve the problems I have been set  I can work cooperatively with others on tasks  I can show an awareness of how to keep safe  I can describe my own and others’ roles in activities | **Gymnastics-Stretching, Curling and Arching**  I can use shape, balance and travel to explore floor, mats and apparatus.  I can practise an action or short sequence of movements, and improve the quality of those actions and linking movements.  I can explain the differences between two performances.  I know the importance of warming up and identify when my body is warm and stretched. | **Dance- Magnets**  I can sustain effort in my dances  I can recognise unison and canon and suggest improvements.  I can link actions to make short dances when working with a partner or in a small group  I can use a range of expressive language to describe dance | **Gymnastics**  I can show control, accuracy and fluency of movement when performing actions on my own and with a partner.  I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner.  I can adapt a sequence to include different levels, speeds or directions.  I know the importance of warming up and identify when my body is warm and stretched.  I can understand that strength and suppleness are important in gymnastics.  I know how to improve a performance. | **Dance**  I can show an imaginative response to different stimuli through my use of language and choice of movement.  I can use a range of expressive language to describe dance  I can incorporate different qualities and dynamics into my movement  I can perform short dances with expression, showing an awareness of others when moving.  I can describe what makes a good dance phrase | **Athletics-**  **Run, Jump & Throw**  I can run at different speeds e.g. change my pace with control  I can decide the correct pace when running a long distance  I can develop fluency and rhythm when choosing and applying different stride patterns  I can use different throwing techniques e.g. push/pull throw, fling & heave throw  I can throw accurately at a target and across different distances  I know different techniques which will help me increase my height and distance of my jump |
| **Physical Education** | ----- | **Invasion Games-**  **Netball**  I can use a range of Netball skills to help me keep possession and control of the ball  I can use a range of skills to keep possession and make progress towards a goal, on my own and with others  I can weigh up the options and often make good decisions about what to do  I can recognise players who play well in games and give some reasons why | **Athletics-**  **Run, Jump & Throw**  I can explore different body position in flight  I can explore different combination of jumps  I can pass and receive a baton when running as a team  I can jump over hurdles with control and balance  I can describe what happens to my body when I am taking part in athletics  I can apply a variety of techniques in a running, jumping an throwing competition | **Invasion Games**  **Football**  I can use a range of football skills to help me keep possession and control of the ball  I can use a range of skills to keep possession and make progress towards a goal, on my own and with others  I can explain how to keep possession and describe how I and others have achieved it  I know how to use space | **Net Games**  **Tennis**  I can keep a game going using a range of different ways of throwing  I can vary the speed and direction of the ball  I can choose good places to stand when receiving, and give reasons for my choice  I can describe what is successful in my own and others' play | **Striking and fielding games- Cricket**  I can strike a ball with intent and throw it more accurately when bowling and/or fielding  I can intercept and stop the ball with consistency, and return it quickly and accurately  I can choose and use batting or throwing skills to make the game hard for my opponents |
| **French - FL** | Greetings & introductions  “Je suis préhistorique”  Alphabet  Where is French spoken?  Classroom instructions | Numbers 0-12 & age  Days  Phonics  Christmas Song | 3 Kings Festival & Roule Galette Story Candlemas  Crêpes  Likes / dislikes  Phonics | Animals  Colours  Brown Bear  Noun & adjective order  Phonics | Assessment  Pets | European Countries  Flag colours  Nationalities  Grammar – capital letters |
| **All skills constantly revisited and consolidated throughout the year**  **Listening and responding**  I can listen and show understanding of single words through physical response  I can listen and identify rhyming words and particular sounds in songs and rhymes  I can recognise a familiar question  I can join in with actions to accompany familiar songs, stories and rhymes  **Speaking**  I can repeat words modelled by a teacher  I can respond to a familiar question with a simple rehearsed response  I can name objects (nouns) and actions (verbs) and link words with a simple connective  I can name nouns and present a rehearsed simple statement  I can use strategies for memorisation of vocabulary (actions, visuals cognates, memory triggers etc)  **Reading and responding**  I can identify individual sounds in words and pronounce accurately  I can start to recognise the sounds of some letter strings  I can recognise that there are accents in French which influence the pronunciation of sounds  I can read and show understanding of familiar single words  I can explain the layout of a bi-lingual dictionary  **Writing**  I can write and say simple familiar words to describe people, places, things and actions using a scaffold  I can write single familiar words from memory with understandable accuracy copy single words and short phrases accurately  I can use strategies for memorisation of spelling (number of letters, shapes, patterns, cognates, memory triggers etc)  **Grammar**  I can name a noun, adjective, verb, pronoun, conjunction in French  I can use the 1st and 2nd person pronouns with a regular verb in the present tense  I know that there are similar and different rules about capitalisation in French - no capitals for days or months (nor seasons, languages and nationalities)  I know that there are masculine and feminine nouns in French | | | | | |
| **Music** | Music Express  Singing French (Pitch)  *I can understand pitch through melody*  *I can develop a song*  *I can understand pitch through singing and playing a melody*  *I can recognise pitch shapes*  *I can read notations to play a melody*  Communication (Composition)  *I can represent sounds with symbols*  *I can use my voice creatively and expressively*  *I can explore different ways to emphasise the first beat in a repeating pattern*  *or metre*  *I can create and perform from a symbol score* | Music Express  Human body (Structure)  *I can understand call and response structure*  *I can perform word rhythms*  *I can explore sounds*  *We can sing in two parts*  *I can perform a call and response structure*  *I can understand and perform binary form*  *I can perform call and response* | Music Express  Poetry (Performance)  *I can enhance and extend the performance of a poem using vocal patterns*  *I can improvise descriptive music*  *I can identify a sequence of sounds (structure) in a piece of music*  *I can respond to music through movement*  China (Pitch)  *I can understand the pentatonic scale*  *I can use graphic notation with the pentatonic scale*  *I can understand pitch through composing, notating, and reading graphic*  *notation*  *I can perform a pentatonic song with tuned and untuned accompaniment*  *I can explore the pentatonic scale*  *I can play in steps using graphic notation* | Music Express  Building (Beat)  *I can understand how music can be organised in sequences and layers*  *I can use my voice and actions to perform simple rhythms within a steady beat*  *I can combine rhythms in layers*  *I can create music using children’s own ideas*  *I can make choices about musical structure*  Sounds (Exploring Sounds)  *I can understand how sounds are produced and how instruments are classified*  *I understand about aerophones*  *I understand musical conversation structure*  *I understand about idiophones*  *I understand call and response*  *I understand about chordophones*  *I can create a call and response* | Music Express  Ancient Worlds (Structure)  *I can explore tuned and untuned percussion to create soothing, repetitive*  *music based on ostinato*  *I can sing a song and accompanying it with tuned percussion ostinati*  *I can explore musical phrases, melodic imitation and rounds*  *We can perform a round in three parts*  *I can arrange an accompaniment with attention to balance and musical effect*  Time (Beat)  *I can identify the metre in a piece of music*  *I can play independent parts in more than one metre simultaneously*  *I can identify and perform an ostinato*  *I can improvise to an ostinato accompaniment*  *I can perform rhythmic ostinati individually and in combination*  *I can layer rhythms*  *I can recognise rhythm patterns in staff notation* | Music Express  Food and Drink (Performance)  *I can explore simple accompaniments using beat and rhythm patterns*  *We can sing a score and combining sounds to create different musical textures*  *I can explore different types of accompaniment*  In the Past (Pitch)  *I can understand pitch*  *I can read simple pitch notation*  *I can understand and use pitch notations*  *I can read simple rhythm notation*  *We can perform a Tudor dance*  European Folk Music & Dance  International Music Day 21st June |
| **Trips** | Museum of London (Pre-history workshop) | Coding workshop | Roman Ruins and Guildhall | Roman Mosaic Workshop | Kew Gardens | Science Museum  Buddhist Centre |
| **Key Text** | **Ug: Boy Genius of the Stone Age**  Raymond  Briggs  **Iron Man**  Ted Hughes (Nina Birch Training) | Fairytales:  Hansel and Gretel  Aesop’s Fables  Michael Rosen  The Giving Tree - Playscripts ( Nina Birch unit)  Poetry: Fantastic Beasts (1 week) | Roman life in Britain( Collins Big Cat)  Ciaran Murtagh  Roman myths: Hercules, Romulus and Remus ( Nina Birch Training) | **Romans on the Rampage**  Jeremy Strong  Poetry: Shape Poems  ‘**What the Romans Did For Us’** Alison Hawes | **Anglo-Saxon Boy** by Tony Bradman  **Beowulf (Usborne)**  Rob Lloyd Jones & Victor Tavares  Poetry: Acrostics | **Escape from Pompeii**  Christina Balit  **Stone Girl Bone Girl**  Laurence Anholt and Sheila Moxley |

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| **Year 4** | | | | | | |
| Big Question | *Can learning from the past teach us to improve?* | | *Why do ideas change over time?* | | *Is it ever okay to treat people differently?* | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **History/** **Geography** | Vikings – 1066  *I can place people and periods into chronological order*  *I can describe events using technical vocabulary and detail drawn from sources of evidence*  *I can use evidence to support my judgements of the past*  *I can explore similarities and differences between periods of time* | Plants of the World  *I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.*  *I can identify lines of latitude and longitude.*  *I can describe the key features of the polar regions and compare them to the UK*  *I can give examples of different biomes and their significance* | The Egyptians  *I can explore similarities and differences*  *I use evidence to support my judgements of the past*  *I describe events using technical vocabulary and details drawn from sources of evidence*  *I can make connections with previous historical learning* | | Windrush  *I can state cause and consequences of the impact of historical events*  *I know the past is represented in different ways and can make judgements on the accuracy of sources*  *I can use evidence to support my judgements of the past* | Brazil  *I can locate countries using maps*  *I can describe key physical and human characteristics of a country*  *I can identify the position and significance of the Northern Hemisphere and Southern Hemisphere, Tropics of Cancer and Capricorn*  *I can compare the climate of the tropics with the UK climate* |
| **Science**  Use different types of scientific enquiry to answer questions  Ask relevant questions that can be answered using a range of scientific enquiry approaches.  Choose an appropriate approach to an enquiry (e.g. fair test or observation).  Set up simple practical enquiries using comparative and fair testing.  Choose appropriate equipment for an investigation  .  Make systematic and careful observations using a range of equipment.  Take accurate measurements using standard units (cm, g, oc), using a range of equipment, including thermometers and data loggers.  Gather, record, classify and present data in a variety of ways to answer questions (e.g. table, venn diagram, carroll diagram, bar chart).  Record observations using drawings and labelled diagrams.  Report results and conclusions orally and in writing.  Report results and conclusions using displays and presentations.  Identify differences, similarities or changes related to simple scientific ideas and processes  Use scientific language, drawings, labelled diagrams, keys, bar charts, and tables with growing accuracy  Draw simple conclusions from results and make further predictions from them based on patterns identified.  Suggest how a method could be improved to provide more accurate results.  Use straightforward scientific evidence to answer questions or to support their findings. | Living things and their habitats  *I can recognise that living things can be grouped in a variety of ways*  *I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment*  *I can recognise that environments can change and that this can sometimes pose dangers to living things* | Animals & Humans  *I can describe the simple functions of the basic parts of the* *digestive system in humans*  *I can identify the different types of teeth in humans and their simple functions*  *I can construct and interpret a variety of food chains, identifying producers, predators and prey.* | States of Matter  *I can compare and group materials together, according to whether they are* *solids, liquids or gases*  *I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)*  *I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.* | Electricity  *I can identify common appliances that run on electricity*  *I can construct a simple series electrical circuit, identifying* *and naming its basic parts, including cells, wires, bulbs, switches and buzzers*  *I can 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*  *I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit*  *I can recognise some common conductors and insulators, and associate metals with being good conductors.* | Sound  *I can identify how sounds are made, associating some of them with something vibrating*  *I can recognise that vibrations from sounds travel through a medium to the ear*  *I can find patterns between the pitch of a sound and features of the object that produced it* | Super Scientists & Innovative Inventors  *All science key skills covered. Focus on the* *skills your class most need.* |
| **Art & DT** | Van Gogh and Still Life Drawing  Focus: Observational sketching/ details  *I can investigate and use the qualities of materials and methods to develop my understanding*  *I can make choices about the resources that I use* | Seasonal Foods  Focus: Seasonality of Foods  ***Please see Art & DT Curriculum Map*** | Indian Art  Focus: pattern/layering  *I can record ideas in my sketchbook*  *I can communicate my ideas by using technical vocabulary*  *I can describe the work of others, commenting on their ideas and purposes with confidence* | Making Torches  Focus: simple circuits and switches  ***Please see Art & DT Curriculum Map*** | Making photo frames for Windrush exhibit  Focus: appealing design/ cutting/joining/ finishing  ***Please see Art & DT Curriculum Map*** | Andy Warhol & Pop Art  Focus: colour/pattern/ tone  *I can talk about the work of a range of artists/designers*  *I can evaluate my work and make improvements* |
| **R.E.** | What does it mean to be a Christian in Britain today? | What do Christians mean by peace at Christmas? | Hinduism  What is the importance of symbolism, beliefs and teaching in Hinduism? | How does Holy Communion build a Christian community? | Sikhism  What do Sikhs believe? | How did belief in God affect the actions of people from the Old Testament? |
| **Computing** | Programming with Scratch  *I can use technology safely, respectfully and responsibly; recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and*  *correct errors in algorithms and programs* | Filming / Animation  *I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of… content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* | Augmented Reality & Word  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that accomplishes… evaluating and presenting data*  *and information* | Coding Quizzes with Scratch  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and*  *correct errors in algorithms and programs* | Creating Games with PurpleMash  *I can use technology safely, respectfully and responsibly; recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and*  *correct errors in algorithms and programs* | Presentation (web pages)  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour*  *I can use search technologies effectively, appreciate how results are selected and ranked,*  *and be discerning in evaluating digital content*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that accomplishes… evaluating and presenting data*  *and information* |
| **PSHE** | Jigsaw: Being me in my world | Jigsaw: Celebrating difference | Jigsaw: Dreams and goals | Jigsaw: Healthy me | Jigsaw: Relationships | Jigsaw: Changing me |
| **Physical Education - PPA** | **OAA**  I can recognise symbols and pictures and relate them to a diagram  I can understand the purpose of an activity and plan their actions so that they are successful  I can work cooperatively with others on tasks  I can recognise and describe the different physical demands of the tasks and challenges  I can show an awareness of how to keep safe  I can identify what was completed well and what different approaches could have been used  I can use skills with control in problem-solving activities  I can learn from watching others and use what I have seen to improve my own performance | **Gymnastics- Rolling**    I can perform a range of rolling actions with consistency, fluency and clarity of movement.  I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape.  I can increase the length of my sequences.  I can make similar or contrasting shapes on the floor and apparatus,  I can make simple assessments of performance based on a criterion given by the teacher  I can use these assessments to modify and refine my sequence  I can offer constructive ideas when working with a partner. | **Dance (Ancient Egypt)**  I can think about character and narrative ideas created by the stimulus, and respond through movement  I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group.  I can remember, practise and combine longer, more complex dance phrases  I can describe and interpret dance movements using appropriate vocabulary  I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction.  I can suggest how dances and performances can be improved, so that they communicate more effectively  I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own. | **Gymnastics- Receiving body weight**  I can combine actions and maintain the quality of performance when performing at the same time as my partner.  I can work with my partner to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.  I can offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight. | **Dance**  I can remember, practise and combine longer, more complex dance phrases  I can communicate what I want through my dances and perform with fluency and control, showing sensitivity to the accompaniment and to others.  I can suggest how dances and performances can be improved and can communicate more effectively. | **Athletics**  **Run, Jump & Throw**  I can identify the differences in running styles and techniques  I understand the importance of timing during the relay changes  I understand that body positioning will result in a further throw.  I can choose an appropriate throwing technique for different distances  To explore the difference in standing and a run up throw when using a javelin  I can apply a variety of techniques in a running, jumping an throwing competition |
| **Physical Education** | **Invasion Games**  **Tag Rugby**  I can use a range of skills to help me keep possession and control of the ball  I can pass and receive the ball, keeping control and possession consistently  I know how to use space in games  I can use a range of techniques when passing, eg high, low, fast, slow  I can play with greater speed and flow  I can keep and use rules given to me  I can suggest how rules could be changed to improve the game  I have simple plans that I know I can make work  I know and explain the tactics and skills that I am confident with and use well in games  I can recog  nise and describe what happens to my breathing and heart rate when I play games, and begin to link this to how warm I feel  I can identify what I do best and what I find  most difficult | **Invasion Games**  **Netball**  I can use a range of different passing skills  I can change direction and speed when sending and receiving the ball  I can keep and use rules given to me  I can describe the help I need to improve my play  I can play with greater speed and flow  I can suggest how rules could be changed to improve the game  I can use a range of tactics to keep possession of the ball and get into positions to shoot or score  I know and explain the tactics and skills that I am confident with and use well in games | **Athletics**  I can run at different speeds smoothly and with consistency  I understand that pacing will help me keep going and maintain the quality of my actions  I can demonstrate different combinations of jumps, showing control, co-ordination and consistency  I know using your arms and increasing your speed can help increase the distance of a jump  I can throw a range of objects in to a target area accurately.  I can watch and describe specific aspects of running, throwing and jumping and suggest ways of improving. | **Football**  I can use a range of football skills to help me keep possession and control of the ball (dribble in different directions using different parts of my feet, passing for accuracy and distance)  I can use a range of skills to keep possession and make progress towards a goal, on my own and with others  I can use some defensive skills  I can explain how to keep possession and describe how I and others have achieved it  I know how to use space | **Net and Wall Games**  **Tennis**  I can play games using throwing and catching skills.  I can vary strength, length and direction of throw.  I understand how can I make it difficult for opponent to receive ball.  I understand where to stand when receiving the ball.  I can adhere to the rules of the games.  I can describe what I do well and what I find hard and need more practice with.  I can suggest how to change the court to make it easier/harder. | **Striking and Fielding Games**  **Cricket**  I can choose where to stand as a fielder to make it hard for the batter  I am familiar with and use the rules set, and keep games going without disputes  I can identify parts of my performance that need improvement, and suggest how to achieve this |
| **French - FL** | Back to School  Classroom items  Brothers and sisters | Months & Numbers 13-31  Age & birthdays / dates  Christmas Song | School subjects & Musical instruments | Places in town / school  Directions  Prepositions | Assessment  (inc. Language Magician)  Time | Weather  Wind and Sun fable |
|  | **All skills constantly revisited and consolidated throughout the year**  **Listening and responding**   * listen and show understanding of short phrases through physical response * listen and identify words in songs and rhymes and demonstrate understanding   **Speaking**   * ask and answer several simple and familiar questions with a rehearsed response * use familiar vocabulary to say simple sentences using a language scaffold * make simple rehearsed statements about themselves, objects and people * say a simple rhyme from memory * join in with words of a song or storytelling   **Reading and responding**   * read and recognise some letter strings in familiar words and pronounce when modelled and observing silent letter rules * read and show understanding of simple familiar phrases and short sentences * use context to predict the meaning of new words * use a bi-lingual dictionary to find the meaning of individual words   **Writing**   * write and say a more complex sentence to describe people, places, things and actions using a language scaffold * write simple familiar short phrases from memory with understandable accuracy   **Grammar**   * use the correct form of the indefinite article in the singular, according to the gender of the noun and in the plural * demonstrate understanding of the position of the majority of adjectives * use the 3rd person singular with high frequency verbs   recognise some imperatives particularly in the “vous” form with “ez” | | | | | |
| **Music** | **Music Express**  Communication (Composition)  *I can copy rhythms and a short melody*  *I can play ostinati and layer them in a performance*  *I can use music to communicate a meaning*  *I can compose a rap*  *In the Past (Notation)*  *I can play a Renaissance dance tune from notations*  *I can compose a fanfare*  *I can understand simple musical structures*  *I can perform a dance and play music used for celebrations*  *I can sing a 1960s pop song*  *I can create a performance* | **Music Express**  Environment (Composition)  *I can explore how different timbres can be descriptive*  *I can explore combinations of different timbres to accompany a song*  *I can accompany a song with drone and ostinato on tuned*  *percussion*  *I can explore the descriptive music of two major composers*  *I can compose an introduction for a song*  *Recycling (Structure)*  *I can make instruments*  *I can perform a verse and chorus structure*  *I can interpret notation*  *I can improvise*  *I can understand an “ABA” structure*  *I can perform repeat rhythms*  *I can chant in three parts*  *I can explore sounds*  *I can perform in rondo form* | **Music Express**    Ancient Worlds - Egypt (Structure)  *I can participate in a verse and chorus song*  *I can understand that melodies have phrases*  *I can explore layers and layering*  *I can compare and contrast structure*  *I can understand layers in musical structure*  *I can identify key features of minimalist structure*  *I can play in groups / ensembles*  *I can combine sections of music in a layered structure*  *I can rehearse and prepare for a performance*  *Food and Drink (Performance)*  *I can combine expressive use of the voice with physical movement*  *I can respond to sound with visual signals*  *I can perform sequences of sounds matched to visual sequences*  *I can sing a call and response chant*  *I can compose and play sequences of word rhythms*  *I can understand and perform rondo structure*  *I can participate in a traditional West African call and response song*  *I can participate in a verse and chorus song*  *I can play rhythmic and melodic accompaniments for a song and*  *combine them in a performance* | **Music Express**  Singing Spanish (Pitch)  *I can sing in a group*  *I can create descriptive music*  *I can sing in a minor key in groups*  *I can develop descriptive song accompaniments*  *We can sing in two parts with accompaniment*  *I can perform repeating rhythms*  *I can combine tuned percussion, untuned percussion and singing*  *Sounds (Exploring sound)*  *I can classify instruments by the way sounds are produced*  *I can make some simple beatboxing sounds*  *I can sing a song and add beatboxing sounds*  *I understand about aerophones*  *I can participate in a partner song*  *I can explore the combined expressive effects of different instrument groups* | **Music Express**  Around the World (Pitch)  (Slavery and Spiritual Songs – Link to History - Harriet Tubman)  *I can explain the pentatonic scale (Lesson 1)*  *I can play in leaps*  *I can read graphic notation*  *I can demonstrate relevant listening skills*  *I can describe music using musical and non-musical terms*  *I can compose and notate pentatonic melodies*  *I can play a pentatonic song with leaps*  *We can combine tuned percussion, untuned percussion and singing*  Time (Beat)  *I can identify the metre of a new song*  *We can sing in three independent parts*  *I can play and sing repeated patterns (ostinati) from notation*  *I can identify metre in a piece of music*  *I can understand syncopation and using off-beat rhythms in improvisation*  *I can combine independent parts in more than one metre*  *I can identify how a well-known story has been told in music*  *I can create music which tells a story* | **Music Express**  Building (Beat)  *I can understand about verse and chorus song structure*  *We can combine four body percussion ostinati as a song accompaniment*  *I can understand texture*  *I understand about layered structure in a rhythmic ostinato piece*  *We can create rhythmic ostinato*  *I can accompany a melody with a drone*  *I can describe the structure of a piece of orchestral music*  *I can read a clock score to play a piece combining drone and melodic*  *ostinati (Lesson 3)*  *I can use a rondo structure to build a performance*  Poetry (Performance)  *I can follow music notation with reference to metre and accent*  *I can build an extended performance piece from a poem*  *I can use canon and ostinati as accompaniments*  *I can use beatbox techniques to imitate the sound of a drum kit*  *I can perform a rap with a vocal beatbox accompaniment*  *I can perform a poem with rhythmic accuracy (choral speaking)*  *I can devise a rhythmic accompaniment based on repeated text fragments*  *We can balance voices in a performance* |
| **Trips** | Museum of London (Vikings) | Food Workshop | British Museum (Egyptian workshop)  Hindu Temple | Science Electricity Workshop | Music Trip (watch a performance) | PurpleMash Coding Workshop |
| **Key Text** | **The Saga of Erik the Viking**  Terry Jones & Michael Foreman  **Arthur and the Golden Rope**  Joe Todd Stanton | Poetry: Exploring form (2 weeks)  Grimm’s  Fairytales Brothers Grimm  The Firework  Makers’  Daughter  Philip Pullman | **Nina Birch Unit**  **(6 weeks -**  first 3 weeks on river Nile final 3 weeks on legend of Osiris and Seth  Poetry: Performance poems ( 1 week) | **The Egyptian Cinderella**  Shirley Climo  **Ancient Egypt: Tales of Gods and Pharaohs**  Marcia Williams | **Zoo** by Anthony Browne ( Nina Birch training)  Trickster Stories (Nina Birch unit – Anansi tale/ Aesop’s fable)  Poetry: Narrative poems | The Great Kapok Tree by Lynne Cherry  Information book on Brazil |

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| **Year 5** | | | | | | |
| Big Question | *How has the past shaped Britain as we know it today?* | | *What causes people to look beyond themselves to create change for the greater good?* | | *How much of our culture is shaped by other civilizations and significant people from the past?* | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **History/**  **Geography** | King Henry VIII & the Tudors  *I can produce work using correct dates and historical vocabulary accurately and appropriately*  *I can identify change and continuity within and across different periods*  *I can identify and describe different ways in which the past has been interpreted*  *I can use information as evidence to test hypotheses when answering questions* | Mapping the UK  *I can use an atlas, globes and maps to accurately to pinpoint locations*  *I can use the eight points of a compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps)*  *I show knowledge and understanding of the geography of the UK and the wider world*  *I understand the importance of wider geographical location in understanding places*  *I can locate rivers and mountains in the UK* | The Victorians: The Introduction of Children’s Rights  *I can produce work using correct dates and historical vocabulary accurately and appropriately*  *I can describe characteristic features of past societies and periods*  *I identify some causes and consequences of the main events and changes* | North America  *I can identify the position and significance of the Arctic and Antarctic Circle, the Prime Meridian and time zones*  *I can locate countries using maps*  *I can explore environmental regions, human and physical characteristics and major cities*  *I can make comparisons with previous learning (Europe and UK)*  . | Ancient Greeks  *I can produce work using correct dates and historical vocabulary accurately and appropriately*  *I identify where periods I have studied fit within a chronological framework*  *I identify some causes and consequences of the main events and changes*  *I identify and describe different ways in which the past has been interpreted* | Japan: Extreme Weather  *I can talk about physical and human features*  *I use skills and sources of evidence to respond to a range of geographical questions*  *I can use atlases and globes accurately*  *I can use technical vocabulary with accuracy*  *I can describe and understand key aspects of physical*  *geography( in the context of what is under the Earth’s*  *surface)*    *I can explain what causes earthquakes and how* *they are measured* |
| **Science**  Identify an appropriate form of enquiry (fair testing, observation, survey, research, problem solving, classification) to answer a question.  Work in a team to plan and carry out a science enquiry.  Identify the equipment required to carry out an investigation.  Identify what observations to make and how to make them using standard units where relevant.  Recognise and control variables where necessary.  Take accurate repeat readings of results using scientific equipment.  Record and present data and results in a range of appropriate graphs; including bar graphs, line graphs and scatter graphs.  Record observations using labelled scientific diagrams.  Create a classification key using observed features.  Use test results to make predictions that can be investigated in further comparative and fair tests.  Report conclusions in oral and written forms.  Identify causal relationships from results and explain what they mean.  Comment upon the trustworthiness of results and how their accuracy could be improved.  Identify scientific evidence that use been used to support or refute ideas or arguments.  Use appropriate scientific language  Suggest improvements to my work and give reasons | Living things and their habitats  *I can explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird*  *I can describe the life process of reproduction in some plants and animals.* | Forces  *I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object*  *I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces*  *I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect* | Earth & Space  *I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system*  *I can describe the movement of the Moon relative to the Earth*  *I can describe the Sun, Earth and Moon as approximately spherical bodies*  *I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky* | Animals & Humans  *I can describe the changes as humans develop to old age* | Properties and changes of materials  *I can 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*  *I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution*  *I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating*  *I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic*  *I can demonstrate that dissolving, mixing and changes of state are reversible changes*  *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* | Super *Scientists & Innovative Inventors*  *All science key skills covered. Focus on the skills your class most need.* |
| **Art & DT** | Making Biscuits – Great British Bake-off  Focus: selecting ingredients/ appealing design  ***Please see Art & DT Curriculum Map*** | Programming Pioneers  Focus: CAD  ***Please see Art & DT Curriculum Map*** | Victorian Perspective Drawing  Focus: developing drawing techniques  *I can use the qualities of materials and processes to suit my aims when I design and make*  *I can compare and comment on different approaches used by artists, craftspeople and designers* | Frida Kahlo  Focus: building technique  *I can investigate art in the context that it was made*  *I can discuss my work and the work of others* | Greek Vases  Focus: wire and modroc  *I can investigate and develop a range of practical skills*  *I can think about how I might adapt and refine my ideas, skills and methods*  *I can develop my ideas by using lots of methods to explore and experiment* | Designing the ultimate raincoat  Focus: investigate and analyse / evaluate  ***Please see Art & DT Curriculum Map*** |
| **R.E.** | What do the miracles of Jesus teach? | How do art and music convey Christmas? | Hinduism  What does it mean to be a Hindu? | What happens in church at Easter? | Sikhism  What does it mean to be a Sikh? | The journey of life and death |
| **Computing** | Augmented Reality & Book Creator  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that accomplishes… evaluating and presenting data*  *and information* | Developing Games with Scratch  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems; solve problems by decomposing them into smaller*  *parts*  *I can use sequence, selection, and repetition in programs; work with variables and various*  *forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* | Presentation inc. Webpage design  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that accomplishes… evaluating and presenting data*  *and information* | 3-D Modelling  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that accomplishes… evaluating and presenting data*  *and information* | Filming / Animation  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can select, use and combine a variety of software (including internet services) on a range of*  *digital devices to design and create … content that accomplishes… evaluating and presenting data*  *and information* | Coding with PurpleMash  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and*  *correct errors in algorithms and programs* |
| **PSHE** | Jigsaw: Being me in my world | Jigsaw: Celebrating difference | Jigsaw: Dreams and goals | Jigsaw: Healthy me | Jigsaw: Relationships | Jigsaw: Changing me |
| **Physical Education** | **OAA**  I can orientate myself and move with increasing confidence and accuracy when following trails and simple orienteering courses  I can choose sensible skills and approaches for the challenges set  I can identify how my body works in the different challenges set  I realise that activities need thinking through and can recognise that planning is useful  I can conserve my efforts and keep my concentration during tasks  I can prepare myself effectively and follow safety procedures  I can use the repeated trials, courses and challenges to develop and change the approaches I use  I can meet the challenges effectively working in a team | **Invasion Games**  **Netball**  I can perform skills with accuracy, confidence and control  I can use a variety of dodges and passes to keep the ball  I know how to mark and defend to try and stop the opposition scoring  I can recognise parts of our team performance that can be improved, and identify practices that will help  I know the difference between attacking skills and defending skills  I can switch between being and thinking like an attacker and a defender during the game  I can use a variety of tactics to keep the ball, e.g changing speed and direction and to move it to a scoring position  I can find and use space to help my team  I can look for specific things (skills and /or tactics) in a game and explain how well they are being done | **Gymnastics- Bridges**  I can take more responsibility for my own warm up.  I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.  I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.  I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions.  I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.  I can adapt sequences to include my partner or a small group.  I know how to improve my strength and suppleness for gymnastics.  I can work with a small teams of judges to evaluate and improve the performances of others. | **Dance**  I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.  I can warm up and cool down independently using exercises that stretch and tone my body.  I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.  I can use appropriate dance terminology to identify and describe different styles in my own and others' dances.  I can talk about the relationship between the dance and its accompaniment.  I can suggest ways to develop their technique and composition.  I can perform specific skills and movement patterns for different dance styles with accuracy. | **Striking and Fielding Games Cricket**  I can choose and use batting or throwing skills to make the game hard for my opponents  I can make good judgements about when to run to score points  I can work well as part of a team to make it hard for the batter  I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher | **Athletics**  **Run, Jump & Throw**  I can maintain a speed over a long duration of time or distance  I can create a three stride pattern over hurdle and know the hurdling technique  I can throw with greater control and accuracy e.g. by generating greater force when throwing  I can develop a range of throwing techniques e.g. push/pull throw. fling and heave throws  I can develop power and keep control when taking off and landing (jumping)  I can develop change over skills when running in relays  I can time my runs  I can measure and record my performance  I can create a run, jump and throw event  I can understand the excitement and enjoyment of completing a challenge  I am clear about what I have to achieve and recognise the importance of planning and thinking as I go  I can use teamwork skills well in a variety of different challenges |
| **Physical Education - Swimming** | Swimming  ------- | I can use a range of strokes effectively  ( i.e. backstroke, front crawl and breaststroke)  I can swim confidently and safely in deep water  I can use an effective leg kick to tread water successfully  I can describe why swimming helps me to be fit and healthy  I can use a range of language to describe what I see and give concise explanations of what I can do well  I can identify aspects of my work that needs improvement and suggest ways to practice  I can copy and describe what I see in short demonstrations | I know that smooth swimming demands concentration and good control of arms, legs and breathing  I can swim confidently, competently and proficiently for at least 25 metres  I can perform and understand importance of self rescue skills like: treading water, Heat Escaping Lessening Position (HELP), huddle position, floating and resting in the water, attracting attention, sculling, swimming in clothes.  I can describe how swimming affects my heart rate and breathing, and recog­nise that it is important to control my breathing when swimming | I can control my breathing when swimming  I can perform safe self-rescue in different water-based situations  I am aware of The Water Safety Code - I know and can explain the rules and routines that keep me safe near water  I can take care of myself and am aware of others in and around the swimming pool | I can swim confidently, competently and proficiently for at least 25 metres, pacing myself and controlling my breathing when swimming  I can explain why my body reacts differently to swimming different distances and times | I can swim confidently, competently and proficiently for at least 25 metres  I can perform safe self-rescue in different water-based situations  I can explain what I do to feel warmer in the water  I know the Water Safety Code and am aware of the dangers water and understand how to act responsibly when playing in or near different water environments. |
| **French - FL** | Assessment (inc. Language Magician)  Family  Henry VIII’s family | Field of Cloth of Gold (CLIL Unit – Tudors)  Christmas in France  Christmas Song | Planets  (link to days of week)  Ordinal numbers  Comparatives (distance, size, temperature) | France / Maps Landscape features  Compass points | Greek / French fable (Aesop / La Fontaine)  Fox and crow | Water Cycle  (CLIL Unit) |
|  | **All skills constantly revisited and consolidated throughout the year**  **Listening and responding**   * listen and show understanding of more complex familiar phrases and sentences. * follow the text of familiar rhymes and songs identifying the meaning of words   **Speaking**   * ask and answer more complex familiar questions with a scaffold of responses * ask for clarification and help in French * use familiar vocabulary to say more complex sentences using a language scaffold * use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language   **Reading and responding**   * follow the simple text of a familiar song or story and sing or read aloud * read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules * read and show understanding of a complex sentence using familiar language * use context/prior knowledge to determine the meaning * use a bi-lingual dictionary to identify the word class   **Writing**   * write and say a simple phrase to describe people, places, things and actions using a language scaffold * write familiar complex sentences from memory with understandable accuracy   **Grammar**   * apply the rules of the agreement of adjectives in the singular and plural with some accuracy * produce positive and negative sentences with high frequency verbs and pronouns * use prepositions of place | | | | | |
| **Music** | **Music Express**  Life Cycles (Structure)  *We can sing in two and three parts*  *I can read a melody in staff notation*  *I can accompany a song with tuned and untuned instruments*  *We can compose and perform together*  *We can combine vocal sounds in performance*  *We can create a performance using voices and instruments in four parts*  *I can explore extended vocal techniques*  *We can develop a structure to combine sounds*  *I can create musical effects using contrasting pitch*  *I understand about the music of an early opera*  *I can create descriptive music*  *I can develop a performance with awareness of audience* | **Music Express**  Keeping Healthy (Beat)  *I can explore beat at different tempi*  *I can sing syncopated melodies*  *I can develop rhythm skills through singing, playing and moving*  *I can sing and play scales and chromatic melodies*  *I can sing a with steady beat and syncopated rhythms*  *We can accompany a song with sung and played drones*  *We can sing in unison and two parts*  *We can develop an arrangement of a two-part song*  *I can learn and creating accompaniments for a song*  *I can read grid or staff notation to play a bassline*  *I can perform a song with syncopated rhythms*  *We can arrange a complete performance of music and songs*  *I can use a score to notate and guide selected elements of a performance* | **Music Express**  Solar System (Listening)  *I can listen to music with focus and analyse using musical vocabulary*  *I can relate sound sequences to images*  *I can interpret images to create descriptive sound sequences*  *I can develop the use of dynamics in a song*  *I can listen to music, focusing on dynamics and texture*  *I can learn a melodic ostinato using staff notation*  *I can develop techniques of performing rap using texture and rhythm*  *I can learn a song with a complex texture*  *I can recognise the sound of the whole tone scale*  *I can listen to music and describe its effects and use of the musical dimensions*  *I can perform a song with expression and with attention to tone and phrasing*  *I can create a musical background to accompany a poem*  *I can create and present a performance of song, music and poetry*  See also <https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd> | **Music Express**  Our Community (Performance)  *I can learn to sing a song*  *I can understand metre through singing and playing instruments*  *I can conduct a metre of four*  *I can conduct metres of two and three*  *I can write lyrics*  *I can sing a song from our musical heritage*  *I can develop accompaniments using ostinato and invented or improvised*  *Rhythms*  *I can rehearse for a performance*  *I can develop a performance by adding other media*  *I can perform with awareness of audience* | **Music Express**  At the Movies (Composition)  *I can understand music narrative and exploring and using narrative structure*  *I can interpret notation*  *I can use a storyboard to structure sounds*  *I understand about the use of sound effects in movies*  *I can compose sound effects to perform with a movie*  *I can identify changes in tempo and their effects*  *I can explore and understand phrase structure of a song melody*  *I can create and perform a sequence of melodic phrases with a movie*  *I can explain about the use of musical clichés in movie soundtracks*  *I can explore the effect of music in movies*  *I can use the musical dimensions to create and perform music for a movie*  *I understand and can explore techniques used in movie soundtracks*  *I can create sounds for a movie, following a timesheet*  *I can work in a group to create descriptive movie music (Lesson 6)*  *I can evaluate and refine compositions*  *I can use cue scores*  Greek Folk Music | Celebration (Performance)  *We can sing a song in unison and three-part harmony*  *We can play a melody and harmony part on instruments to accompany a*  *song*  *We can perform ostinati and body percussion accompaniments to a song*  *I can explore a song arrangement and its structure*  *We can perform a song with a complex structure in four parts*  *We can develop a song performance with awareness of audience*  *I can understand and use a song structure*  *I can apply singing techniques to improve performance*  *We can develop accurate ensemble playing*  *I can control short, loud sounds on a variety of instruments*  *We can rehearse and improve an ensemble performance*  *We can prepare a performance with* |
| **Trips** | Gorsefield  The Golden Hind | Westminster (workshop about either Charles Dickens or Architecture) | The Ragged School Museum  The V&A | Prime Meridian Greenwich  Computing Workshop | Gurdwara  British Museum (Greek Workshop) | Design Museum |
| **Key Text** | Macbeth  (poem, suspense text, diary entry)  **Diver’s Daughter: A Tudor Story**  Patrice  Lawrence | A Christmas Carol  Charles Dickens adapted by  Gill Tavner  Charlie and the Chocolate Factory  Roald Dahl | Street Child  Berlie Doherty (whole term) | **Kensuke’s Kingdom**  Michael Morpurgo  Poetry:  Poetic style – writing free verse poems  You wait Til’ I’m older than You by Michael Rosen and Collected poems by Roger McGough | Theseus and the Minotaur  (Nina Birch unit) | **The Rhythm of the Rain**  Grahame Baker-Smith  The Lost Thing  Shaun Tan  Poetry: Poems on a theme - water/ water cycle |

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| **Year 6** | | | | | | |
| Big Question | *Can we learn from conflict?* | | *Can one person change the world?* | | *Do we ever finish learning?* | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **History/ Geography** | World War II  *I can investigate historical problems and issues accurately*  *I can communicate my understanding in oral, written and ICT formats using correct dates and historical terms and vocabulary*  *I recognise why some events might be judged as more historically significant than others* | Local Area Study  *I can use fieldwork to observe, measure, record and present human and physical features*  *I can use a range of methods to present information including sketch maps, plans and graphs and digital technologies.*  *I can use appropriate technical vocabulary*  *I can describe and understand land use and economic activity* | Nelson Mandela  *I can recognise why some people might be judged as more historically significant than others*  *I can select appropriate information and use correct historical terms and vocabulary*  *I can suggest reasons for continuity and change in history* | Natural Resources  *I can describe and understand aspects of land use, economic activity and trade links*  *I can describe and understand aspects of the distribution of natural resources including energy, food, minerals and water* | Early Islamic Civilisation  *I can formulate appropriate historical questions*  *I evaluate sources to find the answers to enquiries*  *I recognise and can describe change and continuity*  *I suggest reasons for different interpretations of the past* | Rivers: The Thames vs. The Amazon  *I can describe the key features of a river system*  *I can describe and begin to explain geographical patterns*  *I can show understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in environments and in the lives of the people who live there*  *I can use my knowledge and understanding to suggest relevant geographical questions*  *I can explain the key aspects of the water cycle* |
| **Science**  Identify an appropriate form of enquiry (fair testing, observation, survey, research, problem solving, classification) to answer a question.  Work in a team to plan and carry out a science enquiry.  Identify the equipment required to carry out an investigation.  Identify what observations to make and how to make them using standard units where relevant.  Recognise and control variables where necessary.  Take accurate repeat readings of results using scientific equipment.  Record and present data and results in a range of appropriate graphs; including bar graphs, line graphs and scatter graphs.  Record observations using labelled scientific diagrams.  Create a classification key using observed features.  Use test results to make predictions that can be investigated in further comparative and fair tests.  Report conclusions in oral and written forms.  Identify causal relationships from results and explain what they mean.  Comment upon the trustworthiness of results and how their accuracy could be improved.  Identify scientific evidence that use been used to support or refute ideas or arguments.  Use appropriate scientific language  Suggest improvements to my work and give reasons  plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Use test results to make predictions to set up further comparative and fair tests  report and present 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  Identify scientific evidence that has been used to support or refute ideas or arguments. | Electricity  *I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit*  *I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches*  *I can use recognised symbols when representing a simple circuit in a diagram.* | Living things and their habitat  *I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals*  *I can give reasons for classifying plants and animals based on specific characteristics* | Light  *I can understand that light appears to travel in straight lines*  *I can 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*  *I can 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*  *I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.* | Animals and Humans  *I can identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood*  *I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function*  *I can describe the ways in which nutrients and water are transported within animals, including humans.* | Evolution  *I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago*  *I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*  *I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.* | Super Scientists & Innovative Inventors  All science key skills covered. Focus on the skills your class most need. |
| **Art & DT** | Perspective Drawing of The Blitz  Focus: Developing drawing techniques  *I can adapt and refine my ideas, methods and intentions*  *I can control the qualities of materials and methods with skill* | William Morris Prints  Focus: colour/ pattern/ atmosphere  *I can experiment with a range of media and methods*  *I can consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers* | Banksy & Protest/ Street Art  Focus: compare  *I can take creative risks with my work*  *I can relate the work of others to their context and purpose*  *I can evaluate my own work and the work of others, reflecting on my own views of its purpose and meaning* | Fair Trade Meal  Focus: seasonality / sustainability  ***Please see Art & DT Curriculum Map*** | Clay Animation Video  Focus: Animation  ***Please see Art & DT Curriculum Map*** | Bridges & Architecture  Focus: Pulleys and gears  ***Please see Art & DT Curriculum Map*** |
| **R.E.** | Understanding faith in ... | How would Christians advertise Christmas to show what Christmas means today? | How has the Christian message survived for over 2000 years? | Easter Hope | Buddhism  What does it mean to be a Buddhist? | Who decides  Version a or b? |
| **Computing** | Film-making  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can 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* | Coding  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can design, write and debug programs that accomplish specific goals, including controlling*  *or simulating physical systems*  *I can solve problems by decomposing them into smaller parts*  *I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output*  *I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* | Blogging  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour*  *I can 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*  *I can use search technologies effectively, appreciate how results are selected and ranked,*  *and be discerning in evaluating digital content* | Networks & Spreadsheets  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour*  *I can 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* | Online Safety  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can 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* | Presentation  *I can use technology safely, respectfully and responsibly* *recognise*  *acceptable/unacceptable behaviour; identify a range of ways to report concerns about*  *content and contact.*  *I can 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* |
| **PSHE** | Jigsaw: Being me in my world | Jigsaw: Celebrating difference | Jigsaw: Dreams and goals | Jigsaw: Healthy me | Jigsaw: Relationships | Jigsaw: Changing me |
| **Physical Education** | **OAA**  I can read a variety of maps and plans accurately, recognising symbols and fea­tures  I can successfully apply my skills and understanding to new challenges and environments  I know how to prepare physically and organisationally to be safe and effi­cient  I can identify what I have done well and adapt plans to be more efficient when facing similar challenges  I can use teamwork skills well in a variety of different challenges | **Invasion Games**  **Tag Rugby**  I can choose when and how to pass, so that my team keep possession  I can use attacking and defending skills appropriately in games  I know the importance of being fit, and what types of fitness are most important for playing Tag Rugby.  I can plan and lead skill practices for Tag Rugby  I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them  I can plan and use tactics with my team to be successful in a Tag Rugby game | **Gymnastics- Holes and Barriers**  I can make up longer sequences and perform them with fluency and clarity of movement.  I can perform fluently and with control, even when performing difficult combinations.  I can use planned variations and contrasts in actions and speed in my sequences.  I know how to improve my own health and fitness and know how gymnastic activity helps contribute to this  I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others | **Dance**  I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.  I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.  I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea  I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea.  I can identify what types of exercise I need to help me improve in dance.  I can work as a choreographer to produce a dance for a valued audience.  I can use appropriate language and terminology to describe, interpret and evaluate dance.  I can recognise how costume, music and set can help to improve a dance performance | **Striking and Fielding**  **Cricket**  I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions  I can choose and use batting or throwing skills to make the game hard for my opponents  I can describe what is successful in my team’s performance and act as a motivational and knowledgeable coach to improve our performance | **Athletics**  I can sustain my pace over longer distances, e.g sprint for ten seconds, run continuously for more than two minutes  I can perform a range of jumps showing power control at both take-off and landing  I can explore different ways of exchanging a baton and choose which technique works best.  I can explain why some athletics activities can improve strength, power or stamina e.g. how will these qualities help them in other activities  I can measure how long or high I can jump  (standing jumps, jumps with run ups and combination jumps)  I can watch my partners performance and identify strengths and suggest improvements  I can set a personal challenge and improve my own performance  I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official. |
| **Physical Education - Swimming** |  |  |  |  |  | Top Up intensive swimming if possible |
| **French - FL** | Assessment (inc. Language Magician)  WWII and leaders (French / France context)  3rd person past tense | Travel for school and holiday  (link to environment and lifestyle)  Opinions and reasons | Monet – life and work  Link to light & water colour | Products from French-speaking African and Caribbean countries  Senses  Fairtrade link | Language Magician  Summer sporting events in France | Reflection on language-learning skills and strategies for KS3  Transition project? |
|  | **All skills constantly revisited and consolidated throughout the year**  **Listening and responding**   * listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words * read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling   **Speaking**   * engage in a short conversation using familiar questions and express opinions * manipulate language to create and say sentences of their own choice using familiar language * manipulate and adapt language using a language scaffold to present their own ideas /information in more complex sentences   **Reading and responding**   * follow a familiar more complex text and read aloud * understand the gist of an unfamiliar text using familiar language * pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules * read and show understanding of a series of complex sentences using familiar language * use a bi-lingual dictionary to find the meaning of words in a text and understand their meaning in its context   **Writing**   * write and say a complex sentence manipulating familiar language, using a dictionary for new language * write complex sentences from memory manipulating familiar vocabulary with understandable accuracy   **Grammar**   * use the correct form of the definite article in singular and plural sentences * apply previous knowledge of grammar to build complex sentences * begin to use some examples of imperfect, perfect and the near future (aller + infinitive) in 1st and 2nd person | | | | | |
| **Music** | Music Express  Year 6  World Unite (Step Dance Performance)  (Link to WWII and current political themes?)  *I can explore beat and syncopation through a song and body percussion*  *I can develop coordination and rhythm skills*  *I can perform a rhythmic sequence to a piece of music*  *I can develop the idea of pitch shape and relate it to movement*  *I can understand pitch through movement and notation*  *I can create rhythm patterns*  *I can arrange different musical sections to build a larger scale performance*  *I can explore rhythm through dance*  *I can combine different rhythms*  *I can explore ways of combining and structuring rhythms through dance* | Music Express  Journeys (Song cycle performance)  We can sing in three-part harmony  We can explore expressive singing in a part-song with echoes  We can develop song cycles for performance (Lesson 3)  We can stage a performance with awareness of audience  We can sing a pop song with backing harmony  I understand about a song’s structure  I can sing major and minor note patterns accurately  We can sing a pop song with understanding of its structure  We can develop a song cycle performance incorporating mixed media  We can demonstrate planning, directing and rehearsal skills | Music Express  Roots (Mini-musical performance)  Potential to research and replace Ghanaian references with S. African?  Ask Rita to be involved – Are the Ghanaian songs / games ones which she is familiar with?  We can sing a traditional Ghanaian song  I can devise rhythmic actions to music  I can develop a performance of a musical  I can improvise descriptive music  We can sing a traditional children’s game song from Ghana  We can play rhythm cycles  We can combine rhythm cycles in a percussion piece  We can sing call and response songs in two groups  I can devise rhythmic movement  I can develop a descriptive composition  I can plan and structure pieces to make a finale  I can combine songs with rhythmic cycles  I can rehearse for a performance  I can perform to an audience | Music Express  Growth (Street Dance Performance)  (Link to exercise & lifestyle aspect of Science curriculum. Link to PE? Ask Street Dance Club teacher for help?)  I can feel and moving to a three-beat pulse and revise rhythmic ostinato  We can perform and improvise rhythmic and melodic ostinato  We can sing in harmony  I understand about chords  We can perform music and a dance  We can revise, rehearse and develop music for performance  We can use extended vocal techniques  We can develop a structure to combine sounds  We can create musical effects using contrasting pitch  I can understand the process of a musical performance | Music Express  Class Awards (Awards Show Performance)  We can learn music for a special occasion  We can compose programme music from a visual stimulus  I can sing a verse and chorus song  I can write new verses for a rap  We can develop a song performance  We can perform together  We can develop an extended performance  We can develop a song arrangement  We can rehearse for a performance  We can perform together with an awareness of audience | Music Express  Moving On (Leavers’ Assembly)  We can sing a song with expression and sustained notes  We can sing in two-part and three-part harmony  We can perform complex song rhythms confidently  I can identify the structure of a piece of music  We can play a melody with chordal accompaniment  I can understand the effect of harmony changing (Lesson 3)  We can play instrumental parts to accompany a song  We can perform a song with a complex structure  I can listen to and understanding modulation in a musical bridge  We can prepare for a performance  International Music Day 21st June |
| **Trips** | Imperial War Museum | The Globe | Spray Paint Workshop/ Street Art Tour | Fair Trade Workshop | Natural History Museum (evolution)  Church of another denomination | PGL 😊 |
| **Key Text** | Rose Blanche  Roberto Innocenti &  Ian McEwan  **Goodnight Mister Tom**  Michelle Magorian | Boy in the Tower  Polly Ho-Yen  Poetry: Overheard in a Tower block  Poems by Joseph Coelho | **Journey to Jo'burg**  Beverley Naidoo    **Harriet Tubman Nina Birch Training Unit on** autobiographical/ biographical recounts. | Wedding Ghost ( Nina Birch Training)  The Explorer by Catherine Randell | Holes  Louis Sachar  Poetry: monologues | There’s a boy in the girl’s bathroom  **Louis Sachar** |

For further text suggestions by subject or year group please see:

[https://www.booksfortopics.com](https://www.booksfortopics.com/)