



HEDGEHOGS Long Term Overview Cycle 1 – 2023-2024			
Subject	Autumn	Spring	Summer
English – Class Books	Read a selection of fairy tales, nursery rhymes, poems and traditional tales from library	The Invisible Dog by Dick King-Smith	The Mystery of the Stolen Treasure by Megan Rix
Intent	To familiarise children with the range and details of familiar stories and rhymes so that they can identify features and build on their knowledge in their own writing.	To support the Science topic about animals. To encourage a love of reading and introduce new vocabulary.	To develop a love of reading and encourage VIPERS, with a focus on inference skills.
Y2 English	Embedding English skills, focussing on SPaG, writing accurate sentences, VIPERS. Handwriting focus throughout the term - explicitly teach letters initially.	<u>Little Red Riding Hood - traditional tale</u> <u>Hibernation - non-chronological report</u> Extra texts to look at: Toys from the past - report The Crow's Tale - Fable Milo Imagines the World - Story How to Make a Bird Feeder - instructions	Stardust - story The Building Boy - adventure story Plants by DK - information text The Day the Crayons Quit - Persuasive letter If I were in Charge of the World - poetry
Y1 English			The Storm Whale - narrative Song of the Sea - Irish myth Our Trip to the Woods - recount
Intent	To develop and hone children's grammar skills across a wide range of topics in order to address the requirements of the National Curriculum. Promote a love of reading through a range of texts, including fairy tales. Use continuous provision to supplement and enforce the learning - creating a focus on fine motor skills, handwriting and phonics knowledge.	Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Experience lessons are designed to stimulate interest. All areas of the National Curriculum are covered.  To sequence a familiar story. To create a character description using adjectives. To act out and perform the story- focusing on spoken language and performance skills. To write their own version of a fairy tale, using key features. To use full stops, capital letters and finger spaces whilst writing. To form letters correctly.	

	<p>Learning through talk - embedding oracy within the classroom in order to deepen children's understanding.</p> <p>Yr 2 Focus: adjectives and adjectives with er and est, compound words, subordination, statements and exclamation</p> <p>Yr 1 Focus: personal pronouns - (I), noun suffixes - s, adding s and es, prefixes - un , using capital letters and full stops writing sentences.</p>	<p>To promote a love of reading through a range of texts.</p> <p>To understand features of fiction and non-fiction texts.</p> <p>To use VIPERS to support progression of reading.</p> <p>To write and recognise a range of different texts and their structures, for example letters and reports.</p>	
Maths	<p>To develop a strong foundation in number place value. To then use these skills in a variety of ways including a focus on addition and subtraction. To explore, recognise, name and sort 2-D and 3-D shapes.</p>	<p>Year 1 To continue securing place value knowledge (within 20 and 50).</p> <p>Applying this to addition and subtraction.</p> <p>Exploration of length, height, volume and mass.</p> <p>Year 2 will be applying previous learning to multiplication and division, money. As well as length, height, mass, capacity and temperature.</p>	<p>Year 1 will continue securing their place value knowledge (up to 100). Studying everyday maths such as; time, money, position and direction. They will also begin exploring multiplication, division and fractions.</p> <p>Year 2 will continue studying mathematics in everyday living, for example; the concept of time and position and direction. Also, looking at statistics and fractions.</p>
Intent	<p>Place Value - Year 1: To sort and count objects including from a larger group. To count 1 more and 1 less. To count on from any number. To count backwards within 10. Fewer, more the same and less than, greater than, equal to. To compare objects and numbers, to use a number line.</p> <p>Year 2: To count objects to 100 by making 10s, to recognise tens and ones, to use a place value chart. To partition numbers to 100. To write numbers to 100 in expanded form. 10s and 1s on a number line. To make estimates. To count in 2s, 3s, 5s and 10s. To use bonds to 10, and fact families.</p>	<p><u>Year 1: Place Value</u></p> <p>To count within 20 and find one more or one less. To order numbers up to 20. To use a number line up to 20 for estimation and comparisons.</p> <p>To count from 20 to 50, as well as counting in tens and making groups of tens. To understand partitioning into tens and ones. To use a number line to 50 for estimation. To find one more or one less to 50.</p> <p><u>Addition and subtraction</u></p> <p>To add by counting on within 20. To know the number bonds to 20. To understand the concept of doubling. To use number bonds to support subtraction of ones. To subtract by counting</p>	<p><u>Year 1: Multiplication and Division</u></p> <p>To count in 2's, 5's and 10's. To recognise and add equal groups. To make and use arrays. To make doubles. To make equal groups by both sharing and grouping.</p> <p><u>Fractions</u></p> <p>To recognise and find half of an object or shape. To recognise and find half of an amount. To recognise and find a quarter of an object or shape. To recognise and find a quarter of an amount.</p> <p><u>Position and direction</u></p> <p>To describe turns and positions, including; left right, forwards, backwards, above and below.</p>

	<p>Addition and Subtraction - Year 1: To use the part- whole method. To write number sentences. To use fact families and number bonds to 10. To add together, add more, addition problems. To use fact families. Subtraction on a number line, take away, how many left?</p> <p>Year 2: To use bonds to 10, fact families and related facts. To add and subtract bonds within 20. To use bonds to 100 in tens. To add and subtract 1, add to the nearest 10, add across a 10 and add 3 1-digit numbers. To use 10 more, 10 less, add and subtract two 2-digit numbers. To compare number sentences. To solve missing number problems.</p> <p>Shape - Year 1: To recognise, name and sort 2D and 3D shapes. To explore patterns with 2D and 3D shapes.</p> <p>Year 2: To recognise, name and sort 2D and 3D shapes. To count sides and vertices on shapes. To use lines of symmetry. To count faces and edges on 3D shapes.</p>	<p>backwards and finding the difference. To solve a missing number problem.</p> <p><u>Length and height</u></p> <p>To compare lengths and heights. To measure length by using objects, To measure length in centimetres.</p> <p><u>Mass and Volume</u></p> <p>To explore 'heavier and lighter'. To measure mass, volume and capacity. To compare mass, volume and capacity,</p> <p><u>Year 2: Money</u></p> <p>To count money; pounds and pence. To choose notes and coins to make an equal amount. To compare amounts of money. To use money to complete calculations. To make a pound using coins. To find the change needed. To solve two-step problems using money.</p> <p><u>Multiplication and division</u></p> <p>To recognise equal groups. To make and add equal groups. To recognise the multiplication symbol and begin to understand the purpose. To complete multiplication sentences. To understand and use arrays. To make equal groups; grouping and sharing. To know the 2, 5 and 10 times tables. To divide by 5 and 10. To be able to double and halve numbers. To know odd and even numbers.</p> <p><u>Length and height</u></p> <p>To measure in centimetres and metres. To compare and order different heights and lengths. To use their knowledge of the four operations to solve height and length problems.</p> <p><u>Mass and capacity</u></p> <p>To compare mass and volume and capacity. To measure in grams, kilograms, litres and millilitres.</p>	<p><u>Place Value (within 100)</u></p> <p>To count from 50 to 100. To count in tens to 100. To partition numbers into tens and ones. To use a number line to 100. To find one more or one less of a given number. To be able to compare numbers which have the same number of tens.</p> <p>To compare any two numbers.</p> <p><u>Money</u></p> <p>To understand the value of money which includes recognising coins and notes. To be able to count using coins.</p> <p><u>Time</u></p> <p>To understand time related vocabulary, such as before and after, To know the days of the week and months of the year. To know the difference between seconds, minutes and hours. To tell the time to the hour and to half an hour.</p> <p><u>Year 2: Fractions</u></p> <p>To find and understand equal and unequal parts. To find and recognise a half, a quarter and a third. To be able to find a whole. To recognise the equivalence of a half and two-quarters. To recognise and find three-quarters. To count in fractions up to a whole.</p> <p><u>Time</u></p> <p>To tell the time to O'clock, half past, quarter past and quarter to. To tell the time past the hour and to the hour. To tell the time to 5 minute intervals. To know how many minutes are in an hour and how many hours are in a day.</p> <p><u>Statistics</u></p> <p>To make and use tally charts and tables. To draw and interpret pictograms.</p> <p><u>Position and Direction</u></p>
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R.E	<p>What do Christians believe God is like?</p> <p>Why does Christmas matter to Christians? How and why do we celebrate special times?</p>	<p>Why does Easter matter to Christians?</p> <p>How do we show we care for others? Why does it matter?</p>	<p>What makes some places significant? What makes some places sacred to believers?</p> <p>What can we learn from sacred books and stories?</p>
Intent	<p>To identify what a parable is, tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.</p> <p>To recognise that stories of Jesus' life come from the Gospels and to give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p>	<p>To recognise that incarnation and salvation are part of a 'big story' of the Bible</p> <p>To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people)</p> <p>To recognise that Jesus gives instructions about how to behave.</p> <p>To identify a story or text that says something about each person being unique and valuable</p> <p>To give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p>	<p>To recognise that there are special places where people go to worship, and talk about what people do there</p> <p>To identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>To identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>To identify a belief about God linked to what a holy book says</p> <p>To recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>To identify at least three symbols of respect used by members of a religion when they use their holy book</p>
Computing	<p>Coding – computer science (year 1 unit)</p> <p>Grouping and sorting – computer science (year 1 unit)</p>	<p>E safety – digital literacy (year 1 unit)</p> <p>Pictograms– information technology (year 1 unit)</p>	<p>Spreadsheets – information technology (year 1 unit)</p> <p>Animated stories – information technology (year 1 unit)</p>
Intent	<u>Coding</u>	<u>E-Safety</u>	<u>Spreadsheets</u>

	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs</p> <p><u>Grouping and Sorting</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>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.</p> <p><u>Pictograms</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>To understand what a spreadsheet looks like.</p> <p>To be able to navigate around a spreadsheet and enter data.</p> <p>To learn new vocabulary related to spreadsheets.</p> <p>To add clipart images to a spreadsheet.</p> <p>To use the 'move cell' and 'lock' tools.</p> <p>To use the 'speak' and 'count' tools in 2Calculate to count items.</p> <p><u>Animated Stories</u></p> <p>The series of lessons will provide an opportunity for the children to develop the skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story book.</p>
E-safety throughout the year	Regular reminders of what makes for safety online – telling a trusted adult if we see something we don't like, not telling anyone personal information, only take photos with permission, cover the screen if we are upset by anything we see online. Children will understand that information put online leaves a digital footprint or trail. Children will learn to identify the steps that can be taken to keep personal data and hardware secure.		
Intent	To teach children to use technology safely and to keep personal information private.		
Science	<p>Uses of everyday materials (Y2)</p> <p>Scientists and inventors (Y2)</p>	<p>Animals including humans (Y2)</p> <p>Living things and their habitats (Y2)</p>	<p>Biodiversity Mini-beasts (Y2)</p> <p>Plants (Y2)</p>
Intent	<p><u>Uses of everyday materials:</u> To identify and compare the suitability of a variety of everyday materials by identifying the uses of different materials and by exploring the purposes of different objects.</p> <p>To identify and classify the uses of everyday materials, in the context of the local area.</p> <p>To gather and record data to help in answering questions, by exploring the purposes of different objects.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects and , in the context of recycling. To find out</p>	<p><u>Animals including Humans:</u> To notice that animals, including humans, have offspring which grow into adults. Identifying and classifying.</p> <p>To match, sort and group young animals and their adults.</p> <p>To gather and record data to help in answering questions. To find out how animals change as they grow into adults.</p> <p>To ask simple questions. To use observations and ideas to suggest answers to questions.</p> <p>To compare the stages of the human life cycle.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p><u>Mini-beasts:</u> To identify and name a variety of plants and animals in their habitats, including microhabitats. To gather and record data to help in answering questions. To use observations and ideas to suggest answers to questions. To observe closely, using simple equipment. To identify and name a variety of minibeasts and their habitats. To explain the importance of bees and pollination.</p> <p>To gather and record data to help in answering questions. To research minibeasts and explain their importance. To 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. To</p>



	<p>about people who have developed new materials.</p> <p><u>Scientists and inventors:</u> To observe closely using simple equipment by using a magnifying glass to sketch details of different plants.</p> <p>To describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene.</p> <p>To describe the importance of hygiene to humans.</p> <p>To use their observations and ideas to answer simple questions in the context of investigating how germs spread and the effect of hand washing.</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p>To observe closely, using simple equipment in the context of investigating the effects of pesticides in water.</p> <p>To use their ideas to answer questions.</p>	<p>To research and describe what animals, including humans, need to survive.</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests. To test the effects of exercise on the human body. To investigate the importance of healthy eating and hygiene.</p> <p><u>Living things and their habitats:</u> To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To use their observations and ideas to suggest answers to questions. To identify and name a variety of plants and animals in their habitats.</p> <p>To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive.</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>To gather and record data to help in answering questions.</p> <p>To 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.</p> <p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To 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 b</p>	<p>show how a microhabitat is suitable for a minibeast.</p> <p>To 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. To ask simple questions and recognise that they can be answered in different ways. To use their observations and ideas to suggest answers to questions. To describe the importance of worms for healthy soil.</p> <p>To explain the importance and needs of minibeasts and microhabitats.</p> <p><u>Plants:</u> To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. To perform simple tests. To design and set up a test to find out what plants need to stay healthy. To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To look closely at the parts of a seed that will grow into a plant and explain how it will germinate. To describe the life cycle of a plant. To explain what plants need to grow and stay healthy. To describe what happens if plants don't get all the things they need. To explain how plants are suited to their habitats.</p>
History	The Great Fire of London/Gunpowder Plot	Toys	Travel and Transport
Intent	<p>To develop an awareness of the past.</p> <p>To identify differences and similarities between ways of life in different periods.</p>	<p>To learn about changes within living memory by exploring toys from today. To understand some of the ways in which we find out about the past by identifying different sources.</p>	<p>To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p>

	<p>To know and understand key features of an event beyond living memory that are nationally significant.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To understand key features of events, choosing and using parts of stories and asking and answering questions.</p>	<p>To learn about changes within living memory by about toys from the past. To use sources to ask and answer questions in the context of finding out about toys from the past.</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods.</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys.</p> <p>To identify changes in living memory by understanding how toys have changed over time.</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys.</p>	<p>To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events in the context of finding out about the Viking longboats and how they were used effectively</p> <p>To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p> <p>To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century.</p> <p>To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane.</p> <p>To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day.</p>
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Geography	Our School	Wonderful Weather	Wonderful World
Intent	To develop knowledge of the location of significant places in the context of children's	To identify daily weather patterns in the context of the weather of the UK.	To name and locate the world's seven continents and five oceans

	<p>own locality.</p> <p>To use simple observation/fieldwork skills to study the immediate surroundings In the context of children's own locality.</p> <p>To understand a sense of place in relation to home and school in the context of children's own locality/school.</p> <p>To use simple fieldwork and observation skills to study the school</p> <p>To devise a simple map and use basic symbols in a key.</p> <p>To describe the location of features and routes on a map in the context of children's own locality/school.</p> <p>To develop and follow directional vocabulary in the context of children's own environment.</p> <p>To recognise a range of map symbols and understand their use.</p>	<p>To understand seasonal weather patterns in the context of the weather of The UK.</p> <p>To identify daily weather patterns in the UK (Weather Forecasting).</p> <p>To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>To understand the human/physical geography of a cold area of the world in the context of the Arctic.</p>	<p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To name and locate the world's seven continents and five oceans, in the context of creating journey lines.</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To name and locate the world's seven continents and five oceans, in the context of a case study approach about Europe. To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To use aerial photographs to recognise landmarks and basic human and physical features. To use basic geographical vocabulary to refer to key physical and human features</p>
Music	<p>Recorders stage 1</p> <p>Musical heartbeat</p> <p>Harvest festival</p> <p>KS1 and EYFS Christmas Nativity</p>	<p>Exploring sounds</p> <p>Boomwhackers</p> <p>Easter celebration</p>	<p>Having fun with improvisation</p> <p>Lets perform together</p>
Intent	<p>To learn how to play and read the notes B A G, exploring them in varied short pieces of increasing complexity. I</p> <p>To encounter minims and crotchets and their rests</p>	<p>To understand that music is made up of high and low sounds, long and short sounds, and loud and quiet sounds.</p> <p>To explore these sounds and create your own very simple melodies.</p>	<p>To learn that improvising is fun and is about expressing yourself</p> <p>To understand that it is about creating something new.</p>



	<p>To understand time signatures 4/4, 3/4.</p> <p>To understand dynamic changes</p> <p>To understand that pieces cover a range of tempos, styles and keys</p> <p>That every piece of music has a heartbeat - a musical heartbeat.</p> <p>In music this is called the 'pulse' or the 'beat' of the music.</p> <p>When listening and singing you need to find the beat to stay in time</p> <p>You can do this through marching, clapping or swaying in time - find a movement that helps you to keep the beat.</p> <p>To perform within the Christian celebrations</p>	<p>To learn how to play and read the notes B A G, exploring them in varied short pieces of increasing complexity. I</p> <p>To encounter minims and crotchets and their rests</p> <p>To understand time signatures 4/4, 3/4.</p> <p>To understand dynamic changes</p> <p>To understand that pieces cover a range of tempos, styles and keys</p> <p>To perform within the Christian celebrations</p>	<p>To understand that it can be a melody or a rhythm.</p> <p>To learn that when you improvise, you can do it on your own or in groups.</p> <p>To understand that singing, dancing and playing together is called 'performing'.</p>
Art and Design	Portraits	Fabricate	Nature Sculptures
Intent	<p>To develop a wide range of art and design techniques, such as using drawing to create a self-portrait.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines.</p> <p>To know about the work of a range of artists, looking at the work of Pablo Picasso.</p> <p>To develop a wide range of art and design techniques in using colour, when creating portraits</p> <p>To develop a wide range of art and design techniques, such as making a collage</p> <p>To develop a wide range of art and design techniques in using colour and pattern, using watercolours to create a background.</p> <p>To develop a wide range of art and design techniques, such as line drawing.</p>	<p>To use a range of materials creatively to design and make products, in the context of weaving a paper placemat.</p> <p>To learn about the work of a range of artists and craft makers, making links to their own work, in the context of learning about weaving.</p> <p>To use a range of materials creatively to design and make products, in the context of designing a batik coaster.</p>	<p>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work in the context of thinking about nature sculptures.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a land art sculpture from natural materials.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a collage.</p>

	To develop a wide range of art and design techniques in using colour and pattern, when making a Pop Art portrait.		
Design Technology	Textile christmas tree decorations - sewing	Mechanisms- Moving pictures- traditional tales	Cooking- Sensational salads
Intent	<p>To explore and evaluate a range of existing products in the context of exploring fabrics and christmas decorations.</p> <p>To explore and evaluate how Christmas decorations are created using different materials and how they hang.</p> <p>To select from and use a range of textiles according to their plan to create an appealing christmas decoration.</p> <p>To select and use a range of tools and equipment to join fabrics together and attach different materials.</p> <p>To perform practical tasks for example cutting a template to create a shape - for example a christmas tree or star shape.</p> <p>To design purposeful, functional, appealing products for themselves and other users based on a design criteria to design a fabric decoration.</p> <p>To generate, develop, model and communicate their ideas through talking, drawing and templates in the context of generating and communicating ideas for a fabric christmas decoration.</p> <p>To carefully select materials to match the theme - christmas decor.</p> <p>To follow a design carefully and use different tools to make a fabric decoration.</p>	<p>To explore and evaluate existing moving books.</p> <p>To explore and use mechanisms in their products, for example using a slider and/or levers to make pictures move.</p> <p>To design purposeful, functional, and appealing products for themselves and other users based on design criteria in the context of designing an appealing moving picture.</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups in the context of drawing an annotated sketch to show their ideas about a moving picture.</p> <p>To explore and use mechanisms (for example levers, sliders, wheels and axles) in their products in the context of making a moving picture.</p> <p>To evaluate their ideas against design criteria in the context of evaluating a moving picture.</p>	<p>To understand where food comes from in the context of looking at different fruits and vegetables.</p> <p>To explore and evaluate a range of existing products in the context of tasting salads made mainly from root vegetables.</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes. As well as in the context of preparing a salad from root vegetables.</p> <p>To understand where food comes from in the context of the fish we eat and understand where fruit comes from.</p> <p>To use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing fish salads.</p> <p>To select from and use a range of tools and equipment to perform practical tasks such as preparing a fish salad and/or fruit salad.</p>
P.S.H.E (Personal, Social, Health	Me and My Relationships (Year 1)	Keeping Myself Safe (Year 1)	Being My Best (Year 1)

and Economics)	Valuing Difference (Year 1)	Rights and Responsibilities (Year 1)	Growing and Changing (Year 1)
Intent	<p><u>Me and my relationships:</u></p> <p>Year 1: To understand and explain the classroom rules help everyone to learn and be safe, have some contributions towards them.</p> <p>To demonstrate attentive listening skills..</p> <p>To give and receive positive feedback, and experience how this makes them feel.</p> <p>To recognise how others might be feeling by reading body language/facial expressions.</p> <p>To understand and explain a range of emotions and how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). Identify how they may make us behave and suggest strategies to manage difficult emotions.</p> <p>To recognise that people's bodies and feelings can be hurt and suggest ways of dealing with different kinds of hurt.</p> <p>To identify some qualities of friendships and how to know some strategies for resolving conflict situations.</p> <p><u>Valuing difference:</u></p> <p>To identify the differences and similarities between people;</p>	<p><u>Keeping Myself safe:</u></p> <p>To recognise the importance of sleep in maintaining a healthy, balanced lifestyle and identify simple bedtime routines that promote healthy sleep.</p> <p>To recognise emotions and physical feelings associated with feeling unsafe and identify people who can help them when they feel unsafe.</p> <p>To understand and learn the PANTS rules; name and know which parts should be private.</p> <p>To explain the difference between appropriate and inappropriate touch.</p> <p>To understand that they have the right to say "no" to unwanted touch.</p> <p>To start thinking about who they trust and who they can ask for help and about how to stay safe online, including safety around sharing images.</p> <p>To identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</p> <p>To understand that medicines can sometimes make people feel better when they're ill and explain simple issues of safety about medicines and their use.</p> <p>To recognise the range of feelings that are associated with loss.</p> <p><u>Rights and responsibilities:</u></p> <p>To recognise how a person's behaviour (including</p>	<p><u>Being my Best:</u></p> <p>To recognise the importance of fruit and vegetables in their daily diet and know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>To recognise that they may have different tastes in food to others.</p> <p>To select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch.</p> <p>To recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>To recognise the importance of regular hygiene routines and sequence personal hygiene routines into a logical order.</p> <p>To understand how diseases can spread and recognise and use simple strategies for preventing the spread of diseases.</p> <p>To recognise that learning a new skill requires practice and the opportunity to fail, safely.</p> <p>To give and receive positive feedback, and experience how this makes them feel.</p> <p>To name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p> <p>To understand and explain the simple bodily processes associated with them.</p> <p><u>Growing and changing:</u></p> <p>To understand that the body gets energy from food, water and air (oxygen) and recognise that</p>

	<p>To empathise with those who are different from them;</p> <p>To recognise and explain what is fair and unfair, kind and unkind; and suggest ways they can show kindness to others.</p> <p>To recognise and name some of the qualities that make a person special to them.</p> <p>To recognise and explain that they belong to various groups and communities such as their family and how they help us.</p>	<p>their own) can affect other people.</p> <p>To identify what they like about the school environment and recognise who cares for and looks after the school environment.</p> <p>To demonstrate responsibility in looking after something (e.g. a class pet or plant);</p> <p>To explain the importance of looking after things that belong to themselves or to others.</p> <p>To explain where people get money from and list some of the things that money may be spent on in a family home.</p> <p>To recognise that different notes and coins have different monetary value and explain the importance as well as how to keep money safe.</p> <p>To understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</p>	<p>exercise and sleep are important parts of a healthy lifestyle.</p> <p>To identify things they could do as a baby, a toddler and can do now and identify the people who helped them at those different stages.</p> <p>To explain the difference between teasing and bullying;</p> <ul style="list-style-type: none"> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> </ul> <p>To explain the difference between a secret and a nice surprise;</p> <ul style="list-style-type: none"> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>
P.E.	<p>Fundamentals, Ball Skills and Yoga</p> <p>To develop a range of core skills that can be used in a variety of ways in other areas of PE.</p>	<p>Gymnastics, Target games, Striking and fielding games. To develop skills to create a gymnastic sequence. To build upon fundamental skills and use these in games.</p>	<p>Invasion Games, Net and Wall Games, Athletics and Swimming. To continue to build upon skills gained in previous units. To build confidence in the water.</p>
Intent	<p>To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore co-ordination and combination jumps, hopping and skipping actions. To explore combination jumping and skipping in an individual rope.</p> <p>To develop dribbling a ball with your hands. To explore accuracy when rolling a ball. To</p>	<p>To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop quality when linking shapes. To develop stability and control when performing balances. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To develop rolls and use them in a sequence. To link gymnastic actions to create a</p>	<p>To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards the goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending. To defend space using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. To move at different</p>

	<p>explore throwing with accuracy towards a target. To explore catching with two hands. To explore dribbling a ball with your feet. To explore tracking a ball that is coming towards me.</p> <p>To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner.</p>	<p>sequence. To develop quality in gymnastics sequences.</p> <p>To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing at a target. To develop throwing for accuracy and distance using underarm and overarm. To select the correct throw for the target. To develop throwing for accuracy and distance.</p> <p>To develop underarm throwing and catching. To develop overarm throwing. To develop hitting a ball. To develop collecting a ball. To learn how to get a batter out. To play games and understand how to score points.</p>	<p>speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. To develop confidence when entering and moving in the water. To safely enter and exit the pool and develop confidence in the water. To develop confidence when travelling in the water and begin to develop floating. To develop confidence to submerge in the water. To develop confidence when submerging. To develop floating on front and back. To develop the kicking action on front.</p> <p>To develop the kicking action and introduce breathing. To develop the arm action of pulling.</p>
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WOODPECKERS - Long Term Overview Cycle 1 – 2023-2024

Subject	Topic title <b>It's getting hot</b>		Topic Title <b>Escape from the danger!</b>		Topic Title <b>The United Kingdom</b>	
English – Class Books	The explorer- Katherine Rundell- links with rainforests <b>Recommended reads tree.</b> The Secret of the sun king- Emma Carroll Journey to the river of the sea- Eva Ibbotson Running wild- Michael Morpurgo Where on Earth- Rainforests Susie Brooks So you think you've got it bad- Egyptians- Chae strathie		Defenders Dark Arena- Tom Palmer Escape from Pompeii <b>Recommended reads tree</b> Empires end- A roman story- Leila Rasheed Romans of the Rampage- Jeremy strong Empires End- A Roman Story Earth Shattering events So you think you've got it Bad- Romans		Anglo Saxon Boy- Tony Bradman <b>Recommended reads tree</b> Beowulf- Michael Morpurgo The Big book of the Uk Coming to England- Floella Benjamin Katie in London	
intent	Promote a love for reading and recommending books and develop VIPERS skills		Promote a love for reading and recommending books. and develop VIPERS skills		Promote a love for reading and recommending books. and develop VIPERS skills	
English- Fiction year 3	Spag skills for the first 4 weeks taught as pure year group Capital letters Commas for list Demarcating sentences A and an - determiners Dictionary skills Direct speech Expanded noun phrases But and or- conjunctions When, if, although because – conjunctions Fronted adverbials Paragraphs Phrases and clauses Possessive apostrophe Prepositions Pronouns Simple sentences Proof reading	Taught as year group  The incredible book eating boy <b>Story-comedy</b>	Taught as a class the whole term  The Journal of Iliona - A Young Slave by Richard Platt- <b>Diary</b>  The True Story of Three Little Pigs by Jon Scieszka <b>Narrative Traditional tale with a twist</b>	Taught as year group  Flood- <b>Narrative- Tragedy</b>  The River by Valerie Bloom <b>Poetry</b>	Taught as year group  George's Marvellous Medicine by Roald Dahl <b>Narrative Comedy</b>  Taught as a class  The Colour Collector (based on The Sound Collector by Roger McGough)- <b>Poetry</b>	Taught as a class The whole term  The Secret of Black Rock by Joe Todd-Stanton <b>Narrative Adventure</b>

English Fiction year 4	Spag skills for the first 4 weeks taught as pure year group Commas in a list When. If although because- conjunctions Demarcating sentences Dictionary skills Exciting openers Direct speech Expanded noun phrases Fronted adverbials Paragraphs Past and present perfect tense Possessive apostrophes Powerful verbs Pronouns Prepositions proofreading		Taught as a year group  The incredible book eating boy <b>Story- comedy</b>	The Journal of Iliona -A Young Slave by Richard Platt- <b>Diary</b>  The True Story of Three Little Pigs by Jon Scieszka <b>Narrative Traditional tale with a twist</b>	Taught as year group  Escape from Pompeii- <b>Narrative- Tragedy</b>  The River by Valerie Bloom <b>Poetry</b>	Taught as a year group  The BFG by Roald Dahl <b>Narrative Adventure</b>  Taught as a class  The Colour Collector (based on The Sound Collector by Roger McGough)- <b>Poetry</b>	The Secret of Black Rock by Joe Todd- Stanton <b>Narrative Adventure</b>
English Non Fiction year 3		Taught as a class  Nikola Tesla (invented electricity) by Azadeh Westergaard <b>Non- fiction Biography-</b>  Instructions- mummification taught through History	Once upon a Raindrop by James Carter <b>Non-fiction Script for factual tour</b>	Taught as a class  Earthquakes by Robin Jacobs Non-fiction <b>Non-chronological report</b>	Taught as a year group  The Gardener by Sarah Stewart <b>Non-fiction Letter</b>	Should we feed animals at National Parks? by Chris Turnham <b>Non-fiction Balanced argument</b>	

English non fiction year 4		<p>Taught as a class</p> <p>Nikola Tesla (invented electricity) by Azadeh Westergaard</p> <p><b>Non-fiction Biography-</b></p> <p>Persuasive Post</p> <p><b>Instructions-</b> mummification taught through History</p>	<p>Once upon a Raindrop by James Carter</p> <p><b>Non-fiction Script for factual tour</b></p>	<p>Taught as a class</p> <p>Earthquakes by Robin Jacobs Non-fiction</p> <p><b>Non-chronological report</b></p>	<p>Taught as a year group</p> <p>An alternative to plastic straws - Stroodles</p> <p><b>Non-fiction Persuasive advert</b></p>	<p>Should we feed animals at National Parks? by Chris Turnham</p> <p><b>Non-fiction Balanced argument</b></p>
Intent	<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>		<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>		<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>	

Maths	<p>Year 3</p> <p>Place Value – 3 weeks</p> <p>Addition and Subtraction – 5 weeks</p> <p>Multiplication and Division – 4 weeks</p> <p>Year 4</p> <p>Place Value – 4 weeks</p> <p>Addition and Subtraction – 3 weeks</p> <p>Area – 1 week</p> <p>Multiplication and Division – 3 weeks</p>	<p>Year 3</p> <p>Multiplication and Division – 3 weeks</p> <p>Length and perimeter – 3 weeks</p> <p>Fractions – 5 weeks</p> <p>Year 4</p> <p>Multiplication and Division – 3 weeks</p> <p>Length and perimeter – 2 weeks</p> <p>Fractions – 4 weeks</p> <p>Decimals – 2 weeks</p>	<p>Year 3</p> <p>Mass and capacity – 3 weeks</p> <p>Money – 2 weeks</p> <p>Time – 3 weeks</p> <p>Shape – 2 weeks</p> <p>Statistics – 2 weeks</p> <p>Year 4</p> <p>Decimals – 2 weeks</p> <p>Money – 2 weeks</p> <p>Time – 2 weeks</p> <p>Shape – 2 weeks</p> <p>Statistics – 1 week</p> <p>Position and Direction – 2 weeks</p>
R.E	<p>Unit L2.3: What is the 'Trinity' and why is it important for Christians? (God/Incarnation)</p> <p>L2.10: For Christians, what was the impact of Pentecost? (Kingdom of God) Christians.</p>	<p>L2.7: How is faith expressed in Hindu communities and traditions? Hindus.</p> <p>L2.8: How is faith expressed in Sikh communities and traditions? Sikhs.</p>	<p>L2.11: What are the deeper meanings of the festivals? Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations</p> <p>L2.12: How and why do people try to make the world a better place? Christians, Muslims, Sikhs, non-religious people.</p>

Intent	<p data-bbox="465 97 707 129">Make sense of belief</p> <ul data-bbox="324 129 855 600" style="list-style-type: none"> <li>• recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>• offer suggestions about what texts about baptism and the Trinity mean</li> <li>• give examples of what these texts mean to some Christians today</li> <li>Understand the impact</li> <li>• describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> <li>Make connections</li> <li>• make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe</li> </ul> <p data-bbox="465 600 707 632">Make sense of belief</p> <ul data-bbox="324 632 855 1206" style="list-style-type: none"> <li>• make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>• offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>• give examples of what Pentecost means to some Christians now</li> <li>Understand the impact</li> <li>• make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now</li> <li>• describe how Christians show their beliefs about the Holy Spirit in worship</li> <li>Make connections</li> <li>• make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</li> </ul>	<p data-bbox="1077 97 1321 129">Make sense of belief</p> <ul data-bbox="889 129 1514 767" style="list-style-type: none"> <li>• identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean</li> <li>• make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>Understand the impact</li> <li>• describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>• describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>• identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> <li>Make connections</li> <li>• raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons</li> </ul> <p data-bbox="1077 767 1321 799">Make sense of belief</p> <ul data-bbox="889 799 1514 1374" style="list-style-type: none"> <li>• identify and describe key Sikh beliefs and values including Waheguru and Sewa</li> <li>• explain examples of texts such as the Mool Mantar</li> <li>• consider questions about the belief that all humans are equal to God</li> <li>Understand the impact</li> <li>• make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'</li> <li>• describe how people show their Sikh identity in dress, behaviour and values</li> <li>Make connections</li> <li>• raise questions about what it means to live a good life and examine Sikh answers</li> <li>• make links between their own ideas and values and those held dear in Sikh communities</li> <li>• give good reasons for their views about the importance of values such as equality, community, tradition and respect</li> </ul>	<p data-bbox="1715 97 1960 129">Make sense of belief</p> <ul data-bbox="1547 129 2132 1477" style="list-style-type: none"> <li>• identify and describe how festivals from at least three religions are celebrated, using the right words</li> <li>• explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show</li> <li>• consider questions about the belief that God is at work in human life, and stories which show this should be celebrated</li> <li>Understand the impact</li> <li>• make simple connections between sacred texts and the practice of religious festivals today</li> <li>• describe how people show devotion to God and commitment to key values in their festivals</li> <li>• identify similarities, differences and generalities in relation to the festivals they study</li> <li>Make connections</li> <li>• raise questions about what is worth celebrating and why, suggesting answers of their own</li> <li>• make links between different religions, which all celebrate the triumph of goodness over evil</li> </ul> <p data-bbox="1715 799 1960 831">Make sense of belief</p> <ul data-bbox="1547 831 2132 1477" style="list-style-type: none"> <li>• identify some beliefs about why the world is not always a good place (e.g. Christian ideas sin)</li> <li>• make links between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>Understand the impact</li> <li>• make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek)</li> <li>• describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• identify some differences in how people put their beliefs into action</li> <li>Make connections</li> <li>• raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better</li> <li>• make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas</li> </ul>
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Computing	Coding – computer science (year 3 unit) Spreadsheets – information technology (year 3 unit)	Esafety – digital literacy (year 3) Powerpoint– information technology (year 3 unit)	Email – digital literacy (year 3 unit) Touch typing– information technology (year 3 unit).
Intent	<p>To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. To understand how to use the repeat command. To understand the importance of nesting.</p> <p>To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to collect data and produce a variety of graphs. To use the advanced mode of 2Calculate to learn about cell references.σ design and create an interactive scene</p>	<p>To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>To understand the uses of PowerPoint. To create a page in a presentation. To add media to a presentation. To add animations to a presentation. To add timings to a presentation. To use the skills learnt to design and create an engaging presentation.</p>	<p>To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario</p> <p>To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand</p>
E-safety throughout the year	E safety – digital literacy (year 3 unit)		
Intent	<p>To know what makes a safe password. • To learn methods for keeping passwords safe. • To understand how the Internet can be used in effective communication. • To understand how a blog can be used to communicate with a wider audience. • To consider the truth of the content of websites. • To learn about the meaning of age restrictions symbols on digital media and devices.</p>		
Science	Electricity States of Matter	Sound Rocks	Animals, including Humans Living things and habitats

<p>Intent</p>	<p>To define what an electrical appliance is and identify those that are mains- or battery powered.</p> <p>To identify different circuit components and explain what they do.</p> <p>To build series circuits, identifying and explaining whether they are complete or incomplete.</p> <p>To explain what electrical conductors and insulators are and give several examples of these.</p> <p>To identify several different switches and explain how switches work in a circuit.</p> <p>To apply their knowledge of electricity to different situations.</p> <p>To group and classify things (appliances) and record their findings using labelled diagrams. To use a range of (electrical) equipment and record findings using labelled diagrams.</p> <p>To make predictions, use a range of (electrical) equipment and draw simple conclusions from their results.</p> <p>With some guidance, children can decide how to set up a simple practical enquiry, make predictions and draw simple conclusions from their results.</p> <p>To report and present their results and conclusions to others in oral forms.</p> <p>To use straightforward scientific evidence to answer questions and identify similarities, differences, patterns and changes relating to simple scientific ideas and processes.</p> <p>Solid, Liquid or Gas?</p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.</p> <p>To compare and group materials together, according to whether they are solids, liquids</p>	<p>To identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.</p> <p>To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatisation of how sounds travel</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high</p> <p>To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works.</p> <p>Rocks</p> <p>Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.</p> <p>Making systematic and careful observations by examining different types of rocks.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.</p> <p>Identifying changes related to simple scientific ideas in the context of theories about fossils.</p> <p>Recognise that soils are made from rocks and organic matter by explaining how soil is formed.</p> <p>Making systematic and careful observations in the context of investigating the permeability of different soils</p>	<p>To name the different types of teeth found in humans and explain their function.</p> <p>To explain what tooth decay is and how to look after our teeth.</p> <p>To describe the simple functions of the basic parts of the digestive system in humans.</p> <p>To construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>To set up and carry out simple comparative and fair tests and observe changes over time.</p> <p>To draw simple conclusions from their results and suggest improvements to investigations and record findings using drawings and keys.</p> <p>To use straightforward scientific evidence to answer questions or to support their findings.</p> <p>To gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>To identify similarities, differences, patterns and changes relating to simple scientific</p> <p>To recognise that living things can be grouped in a variety of ways by sorting living things into a range of groups.</p> <p>To gather, record and classify and present data in a variety of ways to help in answering questions by using a range of methods to sort and group living things.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment.</p> <p>To explore and use classification keys to help group, identify and name a variety of living</p>
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	<p>or gases by investigating gases and their uses.</p> <p>To 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) by investigating how heating and cooling can change a material's state.</p> <p>To 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) by exploring how water can change its state to a solid, liquid or a gas.</p> <p>To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.</p>		<p>things in their local and wider environment by creating classification keys</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions by writing about and orally presenting findings from research.</p>
History	The Egyptians	Romans	Anglo-Saxons and Scots
Intent	<p>To find out about ancient Egyptian life by looking at artefacts.</p> <p>To understand what was important to people during ancient Egyptian times.</p> <p>To understand and explain the ancient Egyptian ritual of mummification.</p> <p>To understand how evidence can give us different answers about the past.</p> <p>To compare and contrast the Egyptian writing with my own.</p> <p>To compare and contrast the powers of different Egyptian gods.</p>	<p>To learn about where the Romans came from and how the city of Rome became the centre of a huge empire.</p> <p>To identify reasons why the Romans invaded Britain and to recall key facts about the invasions.</p> <p>To understand why and how the Romans built new roads and new towns in Britain</p> <p>To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.</p> <p>To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there.</p> <p>To examine Roman villa complexes in Britain and the way of life in a countryside villa</p> <p>To understand the lasting impact of the Roman Empire on Britain.</p>	<p>To describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.</p> <p>To describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>To describe a typical Anglo-Saxon village and explain what jobs the people did.</p> <p>To analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</p> <p>To explain the religious beliefs and practices of the early Anglo-Saxon people and to know and can describe some of the gods they worshipped.</p> <p>To explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and to know about some of the important Christian buildings that they founded</p>
Geography	Rainforests	Extreme Earth	The United Kingdom

Intent	<p>To identify areas of the world containing rainforests.</p> <p>to use maps and atlases to locate rainforests.</p> <p>To identify areas of the world containing rainforests</p> <p>To describe the key aspects of a tropical climate</p> <p>To describe and understand the features of the layers of a rainforest</p> <p>To compare the Amazon rainforest and Sherwood Forest</p> <p>To explain the effects humans are having on the rainforests.</p>	<p>To describe what you find underground.</p> <p>To explain how volcanoes are formed</p> <p>To explain how volcanoes, affect people's lives</p> <p>To explain what causes earthquakes and how they are measured.</p> <p>To explain what causes tsunamis and how they affect people.</p> <p>To explain what causes tornadoes and the effects they have</p>	<p>To name and locate the countries and cities of the UK.</p> <p>To use the eight compass points to describe the location of the countries and cities of the UK.</p> <p>To name and locate the main rivers and seas of the UK.</p> <p>To identify rivers and seas using an atlas or map</p> <p>To name and locate some of the counties of the UK.</p> <p>To use a map to locate some of the counties of the UK.</p> <p>To name and locate areas of high ground in the UK.</p> <p>To use a map or atlas to locate areas of high ground in the UK</p>
Music (using Charanga Music School)	<p>Writing music and Improvisation</p> <p>Harvest Festival</p> <p>Remembrance Day</p> <p>KS2 Christmas Nativity</p>	<p>Learn to play the P trumpet</p> <p>More musical styles</p> <p>Easter Celebration</p>	<p>Opening night and improvisation</p> <p>A spooky story- Digital music</p>
Intent	<p>That long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols.</p>	<p>Term 1- trumpet</p> <p>To learn how to play and read the notes EFG , exploring them in varied short pieces of increasing complexity.</p> <p>To encounter minims and crotchets and their rests</p>	<p>To create and present a performance with an understanding of the songs you are singing and where they fit in the world.</p>

	<p>That these symbols can be written on a stave and named with special musical names.</p> <p>To understand that this helps us to remember what we are going to sing and play.</p> <p>To explore notes, crotchets and minims</p> <p>To understand how these notes can fit on the lines and spaces of a stave</p> <p>To use your imagination when creating a composition.</p> <p>To use your senses to help you feel the music</p> <p>To write a melody or find sounds that represent the story you want to tell</p> <p>To perform considering pitch, dynamics, tempo and syncopation within the Christian celebrations.</p>	<p>To understand time signatures 4/4, 3/4.</p> <p>To understand dynamic changes</p> <p>To understand that pieces cover a range of tempos, styles and keys</p> <p>Term 2- trumpet</p> <p>To learn how to play and read the notes , exploring them in varied short pieces of increasing complexity.</p> <p>To encounter semibreves, minims, crotchets and quavers and their rests</p> <p>That music, with all its styles, has changed and shaped lives around the world.</p> <p>To understand that when you listen to music and it changes from loud to quiet or quiet to loud, this is called 'dynamics'.</p> <p>To understand that loud sounds are called 'forte', and quiet sounds are called 'piano'.</p> <p>To explore these changes in dynamics within the music</p>	<p>To present what has been learnt in the lesson with confidence.</p> <p>To explore the structure of songs</p> <p>To understand the importance of listening to music to help you perform and compose</p> <p>To know what an introduction, verse, and chorus are</p> <p>To learn about the purpose of a synthesizer and how it can be used to create an original bassline or melody</p> <p>To create a new track (SoundBank, Drum, Subtrakt)</p> <p>To choose an instrument for the SoundBank and Subtrakt tracks, which fits with the 'Spooky Story' style</p> <p>To choose a musical key, considering the 'Spooky Story' style</p> <p>To begin to understand the difference between major and minor sounds and what notes to use</p> <p>To add a note clip and input notes (kick drum, click, percussion)</p> <p>To experiment with the timing and duration of notes</p> <p>To understand and use the loop feature (extend/shorten) as the track progresses</p> <p>To add sound effects (eg reverb) to the melody instrument</p>
Art and Design	Autumn –Gestural Drawing	Telling stories through drawing and making	Sculpture structure and inventiveness



	Portraits – self		
Intent	<p>I have seen how artists use charcoal in their work.</p> <p>I have been able to talk about the marks produced, and how I feel about their work. •</p> <p>I have experimented with the types of marks</p> <p>I can make with charcoal, using my hands as well as the charcoal. •</p> <p>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</p> <p>I can understand what Chiaroscuro is and how I can use it in my work.</p> <p>I can use light and dark tonal values in my work, to create a sense of drama.</p> <p>I have used my body as a drawing tool to make drawings inspired by movement, and seen how other artists do the same.</p> <p>I have taken photographs of my work, thinking about focus, lighting, and composition.</p> <p>I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel</p>	<p>I have seen how artists are inspired by other artists often working in other artforms.</p> <p>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artists work.</p> <p>I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</p> <p>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</p> <p>I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</p> <p>I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</p> <p>I can share my feedback about my classmates work.</p> <p>I can take photographs of my work thinking about focus, background and lighting.</p>	<p>I have seen how we can learn about ourselves through art.</p> <p>I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials.</p> <p>I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing.</p> <p>I can use a variety of drawing materials to make experimental drawings based upon observation.</p> <p>I can construct with a variety of materials to make a sculpture.</p> <p>I can see my personality in what I have made.</p> <p>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</p> <p>I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes.</p> <p>I can take photographs of my work thinking about presentation, focus and lighting</p>
Design Technology	Battery Operating Lights	Let's go Fly a Kite	Edible Garden

<p>Intent</p>	<p>Understand how key events and individuals in design and technology have helped shape the world in the context of looking at technological developments in the way we light our homes</p> <p>Understand and use electrical systems in their products (for example, series circuits, incorporating switches, and bulbs) in the context of understanding how a series and parallel circuit can be used to light a bulb.</p> <p>Understand and use electrical systems in their products (for example, incorporating switches) in the context of understanding how switches can be made and used in circuits.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of developing design criteria for a light.</p> <p>Generate, develop, model and communicate their ideas through annotated sketches and cross sectional in the context of sketching a design for a light.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities in the context of choosing materials and components to make the main structure of the light</p> <p>Select from and use a wider range of materials and components, including</p>	<p>Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world.</p> <p>Understand how key events and individuals in design and technology have helped shape the world in the context of how kites have helped shape the world.</p> <p>Investigate and analyse a range of existing products in the context of investigating the different parts of a kite and their functions.</p> <p>Investigate and analyse a range of existing products in the context of investigating the different shapes of kites.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities in the context of selecting materials and components to make kite shapes out of.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of developing design criteria for a kite.</p> <p>Generate, develop, model and communicate their ideas through annotated sketches in the context of sketching a design for a kite.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of measuring and cutting the body of the kite.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the</p>	<p>Understand seasonality and know where and how a variety of ingredients are grown in the context of where and how herbs are grown.</p> <p>Understand and apply the principles of a healthy and varied diet in the context of making a balanced meal made from herbs.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a pesto and pasta dish.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown in the context of where and how strawberries are grown.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of making a strawberry smoothie.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately in the context of kitchen tools.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown in the context of growing tomatoes.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a dish made with tomatoes</p>
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	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities in the context of selecting materials and components which will create a well finished light.</p> <p>Evaluate their ideas and products against design criteria and consider the views of others to improve their work in the context of evaluating a battery operated light.</p>	<p>context of strengthening a frame structure to support the kite</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of testing the kite and then using their own design criteria to evaluate it</p>	
P.S.H.E (Personal, Social, Health and Economics)	<p>Me and my relationships</p> <p>Valuing differences</p>	<p>Keeping safe</p> <p>Rights and respect</p>	<p>Being my best</p>
Intent	<p>Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Consider the possible consequences of breaking the rules. Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. Explain some of the feelings someone might have when they lose something important to them; Understand that these feelings are normal and a way of dealing with the situation Define and demonstrate cooperation and collaboration; Identify the different skills that people can bring to a group task;</p>	<p>Identify situations which are safe or unsafe;  Identify people who can help if a situation is unsafe;  Suggest strategies for keeping safe.  Define the words danger and risk and explain the difference between the two;  Demonstrate strategies for dealing with a risky situation.  Identify risk factors in given situations;  Suggest ways of reducing or managing those risks.  Evaluate the validity of statements relating to online safety;  Recognise potential risks associated with browsing online;  Give examples of strategies for safe browsing online.</p>	<p>Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); Describe how food, water and air get into the body and blood. Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.</p>

	<p>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</p> <p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Explain that people living in the UK have different origins;</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and different from each other;</p>	<p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when we need to save for them;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.);</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</p> <p>Explain that people earn their income through their jobs;</p>	<p>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</p> <p>Understand and explain how the brain sends and receives messages through the nerves.</p> <p>Basic first aid</p>
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		<p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).</p> <p>Define what is meant by the environment;</p> <p>Evaluate and explain different methods of looking after the school environment;</p> <p>Devise methods of promoting their priority method.</p>	
SRE Intent within PHSE	<p>Families and people who care for me</p> <p>Me and my relationships</p> <p>Respectful relationships</p>	<p>Keeping safe</p> <p>Online relationships</p> <p>Being safe</p>	<p>Growing and changing</p> <p>Respectful relationships</p> <p>Online relationships</p> <p>Caring friendships</p>
	<p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Identify qualities of friendship;</p> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p> <p>Express opinions and listen to those of others;</p> <p>Consider others' points of view;</p> <p>Practice explaining the thinking behind their ideas and opinions.</p> <p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully</p> <p>Recognise that there are many different types of family;</p>	<p>Demonstrate strategies for assessing risks;</p> <p>Understand and explain decision-making skills;</p> <p>Understand where to get help from when making decisions. Identify key people who are responsible for them to stay safe and healthy;</p> <p>Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion';</p> <p>Understand how an event can be perceived from different viewpoints;</p> <p>Plan, draft and publish a recount using the appropriate language.</p>	<p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints;</p> <p>Make recommendations, based on their research.</p> <p>Identify their achievements and areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p> <p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p>



	<p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling, (including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>		<p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</p> <p>Recognise and describe appropriate behaviour online as well as offline;</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this;</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p>
P.E.	<p>Fundamentals</p> <p>Ball skills</p>	<p>Gymnastics</p> <p>Dance</p>	<p>Swimming</p> <p>Cricket</p>

	Yoga	Handball	OAA Netball
Intent	<p>Fundamentals</p> <p>To develop balancing and understand the importance of this skill.</p> <p>To develop technique when running at different speeds.</p> <p>To develop agility using a change of speed and direction.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>To develop skipping with a rope.</p> <p>To apply fundamental skills to a variety of challenges</p> <p>Ball skills</p> <p>To develop tracking and collecting skills.</p> <p>To develop confidence and accuracy when tracking a ball.</p> <p>To develop dribbling skills with hands and feet.</p> <p>To develop catching skills using one and two hands.</p> <p>To explore and develop a variety of throwing techniques.</p> <p>To use tracking and sending skills with feet.</p>	<p>Gymnastics</p> <p>To be able to create interesting point and patch balances.</p> <p>To develop point and patch balances on apparatus.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop stepping into shape jumps using apparatus.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To include rolls in sequence work using apparatus.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To be able to transition smoothly in and out of balances using apparatus.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a sequence on apparatus using matching and contrasting.</p> <p>To create a partner sequence using the skills I have learnt and including a hoop.</p> <p>To create a partner sequence using the skills that I have learnt and apparatus.</p> <p>Dance- THEME: Machines</p>	<p>Swimming</p> <p>To develop an understanding of buoyancy and balance in the water.</p> <p>To develop independent movement and submersion.</p> <p>To develop gliding and crawl legs.</p> <p>To develop front crawl breathing.</p> <p>To develop gliding and backstroke.</p> <p>To develop rotation, sculling and treading water.</p> <p>To develop surface dives, submersion and handstands.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop basic skills in water safety and floating.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p> <p>Cricket</p> <p>To develop overarm and underarm throwing and apply these to a striking and fielding game.</p>

	<p>Yoga</p> <p>o explores connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility and wellbeing in an individual yoga flow.</p> <p>To develop confidence and strength through arm balances.</p>	<p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>THEME: Machines</p> <p>To create actions to move in contact with a partner or interact with a partner.</p> <p>THEME: Machines</p> <p>To select and link appropriate actions and dynamics to show our dance idea.</p> <p>THEME: A Trip to...</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>THEME: A Trip to...</p> <p>To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>THEME: A Trip to...</p> <p>To use choreographing ideas to develop our dance.</p> <p>Handball</p> <p>To begin to throw and catch while on the move.</p> <p>To move towards goal or away from a defender.</p> <p>To move towards goal to create shooting opportunities.</p> <p>To use defending skills to delay an opponent and gain possession.</p> <p>To use a change of direction and speed to lose a defender and move into space.</p> <p>To apply skills and knowledge to compete in game situations.</p>	<p>To develop bowling technique and learn the rules of the skill within this game.</p> <p>To develop batting technique and understand where to hit the ball.</p> <p>To develop fielding techniques and apply them to game situations.</p> <p>To play different roles in a game and begin to think tactically about each role.</p> <p>To apply skills and knowledge to compete in a tournament.</p> <p>OAA</p> <p>To develop co-operation and teamwork skills.</p> <p>To develop trust and teamwork.</p> <p>To involve all team members to work towards a shared goal.</p> <p>To develop trust whilst listening to others and following instructions.</p> <p>To be able to identify objects, draw and follow a simple map.</p> <p>To draw a route using directions, orientate a map and navigate around a grid. Netball</p> <p>To develop passing and moving and play within the footwork rule.</p> <p>To use a variety of passes to move towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p>
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			To apply skills and knowledge to play games using netball rules
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# OWLS - Long Term Overview Cycle 1 – 2023-2024

OWLS - Long Term Overview Cycle 1 – 2023-2024			
Subject	Autumn	Spring	Summer
English – Class Books	Chosen child recommends the class read	Chosen child recommends the class read	Chosen child recommends the class read
Intent	Promote a love for reading and recommending books.	Promote a love for reading and recommending books.	Promote a love for reading and recommending books.
English-Fiction	<p>Adventure story – The firework maker's daughter</p> <p>Science Fiction - Cosmic</p>	<p>Horror story – a monster calls</p> <p>Narrative – The Journey</p>	<p>Romance story – paperman</p> <p>Narrative poem – Hope-o-potamus</p> <p>Poem – My Puppy Poet and Me</p>
English Non Fiction	<p>Persuasive speech – Refugees</p> <p>Recount – letters from a light house</p>	<p>Newspaper report – Goldilocks</p> <p>Balanced argument – Screen time</p>	Non-chronological report – Everest
Intent	<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build</p>	<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of experiences included in a unit is at a teachers' discretion.</p>	<p>Lessons concentrate on the teaching of writing with a sharp focus on the craft and construction of sentences. Each Sentence Stacking lesson is organised into three learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text.</p> <p>Immersive teaching to stimulate ideas. Experience lessons can take many forms - visits out, visitors in or drama conventions deployed to strengthen context and build imagination. The number of</p>



	<p>imagination. The number of experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>	<p>Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>	<p>experiences included in a unit is at a teachers' discretion. Experience lessons can be added or removed from a teaching sequence depending on the needs of pupils and knowledge of their previous experiences.</p>
Maths intent	<p>Year 5-</p> <p>Place Value, addition and subtraction, multiplication and division, fractions.</p> <p>Year 6 –</p> <p>Place value, four operations, fractions, measurements.</p>	<p>Year 5 –</p> <p>Multiplication and division, fractions, decimals and percentages, perimeter and area, statistics.</p> <p>Year 6-</p> <p>Ratio, algebra, decimals, fractions, percentages, area, perimeter, volume, statistics.</p>	<p>Year 5 –</p> <p>Shape, position and direction, decimals, negative numbers, converting units, measurement.</p> <p>Year 6-</p> <p>Shape, position and direction, consolidation projects and problem-solving challenges.</p>
Maths across in the Curriculum	<p>Science</p> <p>DT</p> <p>Art</p> <p>History</p> <p>Geography</p> <p>PE</p> <p>Computing</p>	<p>Science</p> <p>DT</p> <p>Art</p> <p>History</p> <p>Geography</p> <p>PE</p> <p>Computing</p>	<p>Science</p> <p>DT</p> <p>Art</p> <p>History</p> <p>Geography</p> <p>PE</p> <p>Computing</p>
R.E	<p>U2.1: What does it mean if Christians believe God is holy and loving? (God) -Christians.</p>	<p>U2.3: Values: What matters most to Humanists and Christians? - Christians and non-religious people, with opportunities to include other faiths studied.</p>	<p>U2.5: How do Christians decide how to live? 'What would Jesus do? (Gospel)- Christians.</p>

	U2.2: Creation and science: conflicting or complementary? (Creation)- Christians, non-religious people.	U2.6: What do Christians believe Jesus did to 'save' people? (Salvation)- Christians.	U2.4: How and why do some people inspire others? Examples from religions - Hindus, Sikhs, Jewish people, Muslims.
Intent	<p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer).</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Raise important questions and suggest answers about how and why people should be good.</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p> <p>Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper.</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p> <p>Explain beliefs about how inspirational people can bring believers closer to God.</p> <p>Describe examples of texts or quotes which explain what an ideal way of life might be. Compare about different inspiring leaders from different religions.</p> <p>Make clear connections between belief about living a good life and the leaders they study.</p> <p>Give examples of the impact of faith on life.</p> <p>Explain differences between leaders from different religions.</p>

	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</p>	<p>Show how Christians put their beliefs into practice in different ways.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view</p>	<p>Raise questions about the concept of 'inspirational people', suggesting good answers. Explain the importance of role models from different religions.</p> <p>Express their own response to the inspiring lives they have studied.</p>
Computing	<p>Coding – computer science (year 5 unit)</p> <p>Spreadsheets – information technology (year 5 unit)</p>	<p>E safety – digital literacy (year 5 unit)</p> <p>Word processing– information technology (year 5 unit)</p>	<p>Game creator– information technology (year 5 unit)</p> <p>Create our own film to promote the school</p>
Intent	<p>To review existing coding knowledge.</p> <p>To begin to simplify code.</p> <p>To create a playable game.</p> <p>To understand what a simulation is.</p> <p>To program a simulation using 2Code.</p> <p>To know what decomposition and abstraction are in Computer Science.</p> <p>To take a real-life situation, decompose it and think about the level of abstraction.</p> <p>To use decomposition to make a plan of a real-life situation.</p> <p>To understand how to use friction in code.</p> <p>To begin to understand what a function is and how functions work in code.</p>	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology.</p> <p>To review children' responsibility to one another in their online behaviour.</p> <p>Children critically about the information that they share online both about themselves and others.</p> <p>Children know who to tell if they are upset by something that happens online.</p> <p>Children can use the SMART rules as a source of guidance when online. 2 Protecting Privacy</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</p>	<p>To Introduce the 2DIY 3D tool.</p> <p>To begin planning a game.</p> <p>To design the game environment.</p> <p>To design the game quest to make it a playable game.</p> <p>To finish and share the game.</p> <p>To self- and peer evaluate.</p> <p>Plan and write a script</p> <p>Use a digital video camera (or similar device) to record;</p> <p>Import video files into video editing software.</p>

	<p>To understand what the different variable types are and how they are used differently. To understand how to create a string.</p> <p>To begin to explore text variables when coding.</p> <p>To understand what concatenation is and how it works.</p> <p>To use formulae within a spreadsheet to convert measurements of length and distance.</p> <p>To use the count tool to answer hypotheses about common letters in use.</p> <p>To use a spreadsheet to model a real-life problem.</p> <p>To use formulae to calculate area and perimeter of shapes.</p> <p>To create formulae that use text variables.</p>	<p>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work.</p> <p>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>Ensuring reliability through using different methods of communication.</p> <p>To know what a word processing tool is for.</p> <p>To add and edit images to a word document.</p> <p>To know how to use word wrap with images and text.</p> <p>To change the look of text within a document.</p> <p>To add features to a document to enhance its look and usability.</p> <p>To use tables within MS Word to present information.</p>	<p>speak clearly into the camera when being recorded;</p> <p>Frame an appropriate filming shot when interviewing;</p> <p>Arrange video files to form a complete film.</p>
E-safety throughout the year	Regular reminders of how to use the internet safely – telling a trusted adult if they see something they don't like, not telling anyone personal information, only take and upload photos with permission, go and find an adult immediately if they see something they don't like on our screen. Children will understand information put online leaves a digital footprint or trail. Children will learn to identify the steps that can be taken to keep personal data and hardware secure.		
Intent	To teach children to use technology safely and to keep personal information private.		
Science	Properties and changes of materials	<p>Earth and Space</p> <p>Animals including humans (year 6 unit)</p>	<p>Evolution and inheritance</p> <p>Living things and habitats (year 6 unit)</p>

<p>Intent</p>	<p>To compare and group together everyday materials on the basis of their properties, including their hardness, transparency and response to magnets by sorting and classifying materials according to their properties.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating thermal conductors and insulators. To compare and group together everyday materials on the basis of their thermal conductivity by investigating thermal conductors and insulators.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating the best electrical conductors. To compare and group together everyday materials on the basis of their electrical conductivity by investigating the best electrical conductors.</p> <p>Disappearing or Dissolving? To know that some materials will dissolve in liquid to form a solution by investigating dissolving. To compare and group together everyday materials on the basis of their solubility by investigating dissolving.</p>	<p>Describing the Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view.</p> <p>Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system.</p> <p>Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by examining the geocentric and heliocentric theories.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of the shift from geocentric models of the solar system to heliocentric models.</p> <p>Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments in the context of the evidence for the Earth's rotation.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents in the context of inheritance.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments; Identify how adaptation may lead to evolution by examining the theories of evolution constructed by Darwin and Wallace.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of plants and animals.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments; Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of the evolution of human beings.</p> <p>Identify how adaptation may lead to evolution by examining the advantages and disadvantages of</p>
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	<p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating by separating different mixtures. To demonstrate that dissolving, mixing and changes of state are reversible changes by separating different mixtures. To describe how to recover a substance from a solution by separating different mixtures.</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda by identifying and observing irreversible chemical changes.</p>	<p>Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by predicting night and day in different places on Earth.</p> <p>Reporting and presenting findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations in the context of investigating night and day.</p> <p>Describing the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth.</p> <p>To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram.</p> <p>To describe the functions of the heart, blood vessels and blood by investigating how the different parts of the circulatory system work.</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body.</p> <p>To recognise the impact of diet and exercise on the way their bodies function by describing the effects of a healthy lifestyle.</p>	<p>specific adaptations and the role of human intervention in the process of evolution.</p>
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History	Mayan Civilisation Meeting the Maya, religion and Gods, Maya number system, exploration and discovery, Mayan writing and food.	The Indus Valley Travel guide, discoveries, a step back in time, examining artefacts, building a life, fashion and jewellery.	Ancient Greek Who were they? Ancient Greek democracy, Olympics, Battle of the Marathon, Gods and Goddesses and The Trojan War.

Intent	<p data-bbox="327 102 844 344">Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.</p> <p data-bbox="327 429 844 600">Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.</p> <p data-bbox="327 684 844 855">Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.</p> <p data-bbox="327 940 844 1182">Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.</p> <p data-bbox="327 1267 844 1437">Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.</p>	<p data-bbox="902 102 1491 304">Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by knowing when the Indus Valley civilisation existed and where in the world it was located.</p> <p data-bbox="902 389 1491 592">Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring the work some influential explorers who led the way to the discovery of the Indus Valley civilisation.</p> <p data-bbox="902 676 1491 815">Note connections, contrasts and trends over time and develop the appropriate use of historical terms by placing events from the Indus Valley civilisation into different contexts and chronological order.</p> <p data-bbox="902 900 1491 1102">Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by examining a range of artefacts from the Indus Valley civilisation and working out what they tell us about the Indus Valley civilisation.</p> <p data-bbox="902 1187 1491 1358">Construct informed responses that involve thoughtful selection and organisation of historical information by understanding what an Indus Valley city was like and the types and features of the buildings they contained.</p>	<p data-bbox="1559 102 2110 336">Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.</p> <p data-bbox="1559 421 2110 624">Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p> <p data-bbox="1559 708 2110 911">Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over e.g. How the Olympics have changed over time but how some features have remained the same?</p> <p data-bbox="1559 995 2110 1166">Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.</p> <p data-bbox="1559 1251 2110 1358">Understand the methods of historical enquiry, how evidence is used to make historical claims when learning about the gods and goddesses.</p>
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	Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.	Construct informed responses that involve thoughtful selection and organisation of historical information by examining evidence of the Indus Valley civilisation jewellery, clothes, hairstyles and make up and working out what it tells us about the life and culture of this past society.	Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War.
Geography	Exploring Eastern Europe  Continents, countries and cities  Comparing landscapes  Comparing climates  Comparing places  Planning trip  What happened in Chernobyl?	Our changing world  Weathering and Erosion, Coastal Features, Changing Coastlines, Changing Boundaries, Changing Landscapes, What Does the Future Hold?	Mapping skills  Symbols, grid references, compasses, mapping our school, atlases and comparing maps.
Intent	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.  To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in Europe.  To understand geographical similarities and differences through the study of human and	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering.  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of coastal features.  To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key	To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.  To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.  Use symbols and keys (including the use of OS maps) to build knowledge of the UK; Identify human and physical characteristics, key topographical features and land-use patterns.

	<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing landscapes.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing climates.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing towns.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of planning a trip to eastern Europe.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,</p>	<p>topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of coastal features.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of the changing make-up of the United Kingdom.</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of the changing international borders of Europe.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water by looking at how landscapes change over time.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies; Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; Understand how some human and physical characteristics have changed over time.</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p> <p>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</p>
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	minerals and water in the context of nuclear power generation at Chernobyl.	<p>earthquakes, and the water cycle in the context of erosion and weathering.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of coastal features.</p>	
Music (using Charanga Music School)	<p>The show must go on</p> <p>Compose with your friends</p> <p>Music Harvest Festival</p> <p>Remembrance day</p> <p>Music for Christmas production</p>	<p>Expression and improvisation</p> <p>Grime- Digital music</p> <p>Easter assembly</p>	<p>Learn to play the p trumpet</p> <p>Don't stop believing</p> <p>Music for end of year production</p>
Intent	<p>Create and present a performance!</p> <p>Present what has been learnt in the lesson with confidence.</p> <p>To introduce the performance with an understanding of what the songs are about and any other connections.</p> <p>When you are composing music together, there is a lot to remember</p> <p>That music is often written based on various key signatures that guide melodies used in the music.</p> <p>To understand what the 'tonic pitch' or the 'home note' is</p>	<p>That improvisation is a way to express our feelings.</p> <p>That music comes from our hearts.</p> <p>To make your improvisation expressive through adding in dynamics</p> <p>To choose a musical key which fits with a Grime style</p> <p>To add a new Drum Track and select 'Grime sounds'</p> <p>To add a new note clip to input kick and snare drum notes</p> <p>To turn on the loop whilst experimenting with notes – shorten/extend</p> <p>To add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio)</p> <p>To create a bassline and then simplify it</p>	<p>Term 1- trumpet</p> <p>To learn how to play and read the notes EFG , exploring them in varied short pieces of increasing complexity.</p> <p>To encounter minims and crotchets and their rests.</p> <p>To understand time signatures 4/4, 3/4.</p> <p>To understand dynamic changes</p> <p>To understand that pieces cover a range of tempos, styles and keys</p> <p>Term 2- trumpet</p> <p>To learn how to play and read the notes , exploring them in varied short pieces of increasing complexity.</p>

	<p>To practice listening, singing, and playing instruments to explore this important note in music.</p> <p>To perform considering pitch, dynamics, tempo and syncopation within the Christian celebrations.</p>	<p>To choose notes and sounds based on personal preference</p> <p>To duplicate bars in order to create a longer track</p> <p>To create structure by adding and removing notes to create a varied texture</p> <p>To learn how to change articulation from staccato to legato</p> <p>To use volume sliders to change the overall balance and mix the track: + and</p>	<p>To encounter semibreves, minims, crotchets and quavers and their rests</p> <p>To understand the geographical origin of the music and in which era it was composed.</p> <p>To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch.</p> <p>To play the accompanying instrumental parts (optional).</p> <p>To work together in a band/ensemble.</p> <p>To develop creativity through improvising and composing within the song.</p> <p>To understand and use the pentatonic/blue/keywords scale while improvising and composing.</p> <p>To understand and use general musical vocabulary and specific vocabulary linked to the song</p>
Art and Design	Typography and Maps	Mixed Media Land & City Scapes	Set Design
Intent	Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	Explore how artists use a variety of media to capture spirit of the place.	Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
Design Technology	Seasonal cooking	Felt phone case	Marvellous structures

Intent	<p>Understand seasonality in the context of when fruit and vegetables are in season in Britain.</p> <p>Understand seasonality and know where and how a variety of ingredients are reared caught and processed in the context of where food is reared, caught and processed in the United Kingdom.</p> <p>To understand seasonality in the context of tasting food that is in season.</p> <p>Understand and apply the principles of a healthy and varied diet in the context of the importance of protein in the diet.</p> <p>Select from a wider range of ingredients, according to their functional properties and aesthetic qualities in the context of selecting ingredients for a seasonal meal. Consider the views of others to improve their work in the context of improving their design for a seasonal meal.</p> <p>Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a healthy seasonal meal.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of preparing and cooking a healthy seasonal meal. Evaluate their products against their own design criteria in the context of evaluating their seasonal meal.</p>	<p>To learn about the history telephones and Steve Jobs</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of creating a design criteria for a mobile phone case.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams in the context of making a paper template for a mobile phone case.</p> <p>To generate, develop and communicate their ideas through discussion, prototypes and pattern pieces in the context of making a paper template for a mobile phone case.</p> <p>To generate, develop, model and communicate their ideas through prototypes in the context of practising different stitches to inform the final design.</p> <p>To generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating a step by step plan to communicate the making process.</p> <p>To select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities in the context of selecting decorative techniques and fastenings for felt phone cases.</p> <p>To evaluate their ideas and products against their own design criteria in the context of evaluating a felt phone case against a design criteria created.</p>	<p>To investigate and analyse a range of existing products in the context of looking at existing free standing structures.</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures in the context of strengthening, reinforcing and stabilising a cardboard tube.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately in the context of joining cardboard tubes accurately together.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing), accurately in the context of developing practical skills to help make bends in marble runs.</p> <p>To investigate and analyse a range of existing products in the context of investigating commercially bought marble runs.</p> <p>To select from and use a wider range of materials and components according to their functional properties and aesthetic qualities in the context of selecting and using materials and components to make a marble run.</p> <p>To evaluate their ideas against their own design criteria and consider the views of others to improve their work in the context of evaluating their marble run against the design criteria set in lesson 5.</p>
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P.S.H.E (Personal, Social, Health and Economics)	Me and my relationships (year 5)  Valuing differences (year 5)	Keeping safe (year 5)  Rights and respect (year 5)	Being my best (year 5)  Growing and changing (year 5)
Intent	<p>To learn characteristics and skills in assertiveness.</p> <p>To apply their collaborative skills to friendships and assertiveness.</p> <p>To learn ways to resolve conflict in an assertive, calm and fair manner.</p> <p>To identify what things make a relationship unhealthy and who to talk to if they needed help.</p> <p>To recognise emotional needs according to circumstance and any risk factors that could effect them.</p> <p>To describe the benefits of living in a diverse society.</p> <p>To develop an understanding of discrimination and its injustice, and describe this using examples.</p>	<p>To reflect on risk and the different factors and outcomes that might influence a decision.</p> <p>To reflect on the consequences of not keeping personal information private and the risks of social media.</p> <p>To explore categorisation of drugs, the risks associated with medicines.</p> <p>To learn some key facts and information about drugs and medicines.</p> <p>To recognise the features of face to face and online bullying and the strategies that deal with it.</p> <p>To identify, write and discuss issues currently in the media concerning health and wellbeing.</p> <p>To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.</p> <p>To identify the responsibilities to my home, community and environment I might have in the future.</p>	<p>To recognise how a healthy variety of food can make us feel great.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely</p> <p>To identify strategies to resolve conflict.</p> <p>To give and receive praise.</p> <p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.</p> <p>To identify the different types of products someone might use during puberty or menstruation.</p> <p>To explain how people might feel at times of change and loss. To consider strategies when coping with this.</p>

	<p>To understand that the information we see online, either text or images, is not always true or accurate.</p> <p>To reflect on the impact social media puts pressure on peoples' life choices.</p> <p>To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour.</p>	<p>To consider what advice to give relating to saving and borrowing money.</p> <p>To define financial terms and explain how others have financial responsibility for the community.</p>	
SRE Intent within PHSE			<p>Growing and changing (year 5)</p> <p>To describe the intensity of different feelings and strategies to build resilience.</p> <p>To understand the different types of feelings and emotions associated with puberty.</p> <p>To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.</p> <p>To identify the different types of products someone might use during puberty or menstruation.</p>

			To explain how people might feel at times of change and loss. To consider strategies when coping with this.
P.E.	Dodge ball  Basketball	Dance (year 5)  Gymnastics (year 5)	Cricket (year 5 and 6)  OAA (year 5)  Athletics (year 5)  Swimming (year 5)
Intent	<p>Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of</p>	<p>In tennis pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural</p>	<p>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p> <p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>



	<p>invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p>In gymnastics, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p> <p>This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course.</p> <p>This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>In athletics, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p>
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