

South Stoke Primary School Curriculum 2022-23

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/KS1	Chocolate		Home and Away (UK & Italy)		Journeys & Explorers	
KS2	'The Chocolate Tree'		The Romans and Italy		Voyages and expeditions	

Reception

Term	Communication	Physical development	Personal, social and emotional	Literacy	Mathematics	Understanding the world	Expressive arts & design
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<p>1</p>	<p>NELI assessment Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wide range of vocabulary. Understand a question or instruction that has two parts. Understand why questions. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Develop their communication but may still have issues with irregular tenses and plurals. Develop their pronunciation but may have problems saying some sounds or multi-syllabic words Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. Start a conversation and continue it for many turns. Use talk to organise themselves and their play.</p>	<p>Develop their movement, balance, riding (scooter, trikes, bikes) and ball skills. Climb up apparatus. Skip, hop, stand on one leg and hold a pose for a game. Use large muscle movements to wave flags/streamers, paint and make marks. Increasingly use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities. Choose the right resources to carry out their own plans. Collaborate with others to manage large items. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference to a dominant hand. Be increasingly independent as they get dressed and undressed.</p>	<p>Select and use activities and resources with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in a safe context. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like happy, sad, angry, or worried. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Reception Baseline Understand that print has meaning, different purposes, we read English text from left to right and top to bottom, the names of different parts of a book and page sequencing. Develop phonological awareness so that they can: Spot and suggest rhyme, Count or clap syllables in a word, Recognise words with the same initial sound. Engage in extended conversations about stories, learning new vocabulary. Use some of their print or letter knowledge in writing. Write some or all of their name. Write some letters accurately. Read individual letters by saying the sounds for them.</p>	<p>Reception Baseline Comparing Objects. Comparing size, mass and capacity. Exploring pattern. Representing 1, 2, 3 Comparing 1, 2, 3, Composition of 1, 2, 3 Circles & triangles Positional language Representing numbers to 5 One more and one less Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 5. Automatically recall number bonds for numbers 0-5 Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.</p>	<p>Begin to make sense of their own life stories and family's history. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Recognise that some environments are different from the ones where they live. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Know and talk about different facts that support their overall health and wellbeing. Know that there are different countries in the world and talk about the difference they have experienced or seen in photos. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Develop positive attitudes about the differences between people.</p>	<p>Listen with increasing attention to sounds. Respond to what they have heard expressing their thoughts and feelings. Remember and sing entire song. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Make use of props and materials when role-playing characters in narratives and stories. Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide what materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour mixing.</p>
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<p>Understand how to listen carefully and why listening is important. Learn and use new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with developing control and grace. Develop overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes)</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words.</p>	<p>Shapes with 4 Sides Time Introducing 0 Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 5 Automatically recall number bonds for numbers 0-5 and Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare weight & capacity.</p>	<p>Compare and contrast characters from stories including figures from the past. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance performing solo or in groups. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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<p>3</p>	<p>Understand how to listen carefully and why listening is important. Learn and use new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with developing control and grace. Develop overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes)</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write sentences with words with known sound-letter correspondence using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Combining two amounts Making pairs Length/height Time Numbers 6, 7, 8 Counting to 9 & 10 Composition up to 10 Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Compare length</p>	<p>Explore the natural world around them and offer opportunities to interact with and describe what they can see, hear and feel. Recognise that some environments are different from the ones where they live. Know and talk about different facts that support their overall health and wellbeing. Recognise some similarities and differences between life in this country and live in other countries. Recognise some environments that are different to the one in which they live. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance performing solo or in groups. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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<p>4</p>	<p>Understand how to listen carefully and why listening is important. Learn and use new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with developing control and grace. Develop overall body strength, co-ordination, balance, agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, cutlery) Use their core muscles to achieve a good posture when sitting at a table or on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes)</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own personal hygiene needs. Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words. Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences. Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write sentences with words with known sound-letter correspondence using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>Bonds to 10 3D shapes Spatial awareness Patterns Building Numbers Numbers Beyond 10 Counting patterns Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10 Compare numbers Understand one more than/one less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.</p>	<p>Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Create opportunities to discuss how we can care for the natural world. After observations draw pictures and discuss living things such as plants. Know and talk about different facts that support their overall health and wellbeing. Recognise some similarities and differences between life in this country and live in other countries. Recognise some environments that are different to the one in which they live. Talk about members of their immediate family and community and name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance performing solo or in groups. Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>
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<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools. Begin to show accuracy and care when drawing.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right and wrong and try to behave accordingly. Manage their own basic hygiene and personal needs and understand the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults, and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Spatial reasoning Match, rotate and manipulate Adding more Taking away Doubling, sharing & grouping Even & odd Visualise and build</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Verbally count beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe what they see, hear and feel including natural processes from hands on experiences. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Draw information from a simple map. Explore the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion,</p>	<p>Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate try to move in time to music.</p> <p>Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used.</p> <p>Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers.</p>
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						<p>stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>	
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<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools. Begin to show accuracy and care when drawing.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right and wrong and try to behave accordingly. Manage their own basic hygiene and personal needs and understand the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults, and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Deepening understanding Pattern and relationships Mapping</p> <p>Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts. Verbally count beyond 20, recognizing the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity. Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them. Encourage enjoyment for the outdoors and a curiosity for the natural world. Describe what they see, hear, and feel whilst outdoors. Explore the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in this country, drawing on their</p>	<p>Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and when appropriate try to move in time to music.</p> <p>Safely use and explore a variety of materials, tools, and techniques with colour, design, texture, form and function. Share their creations, explaining the processes they have used.</p> <p>Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teachers.</p>
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KS1

Term	Science	Computing	PSHE/RSE	Geography	History	Art	D&T	Music	PE	RE
1	<p><u>Plants (Year 1)</u> Identify & name a variety of common wild & garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees.</p>	<p><u>Computing Systems & Networks - Technology around use</u> Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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. (PSHE links - Online safety)</p>	<p><u>Staying Safe</u> Identify ways to stay safe in the home. Identify a range of dangers outside. Explain basic green cross code. Identify personal trusted adults. Explain why they shouldn't take someone else's medicine. Explain the difference between safe secrets, unsafe secrets and surprises.</p>	<p><u>South America (Chocolate growing countries)</u> Name and locate the world's 7 continents and 5 oceans. Understand geographical similarities and differences between a small area of a non-European country. (human & physical) Locate hot and cold areas of the world in relation to the equator and the north and south poles. Use world maps, atlases and globes.</p>		<p><u>South American Artists</u> Beatriz Milhazes (Collage) Frida Kahlo (Colour)</p>		<p><u>Your Imagination</u> Use their voices expressively and creatively by singing songs and speaking chants, and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Ball Skills</u> Control travelling with, sending and receiving a ball. Use basic underarm, rolling and hitting skills. Sometimes use overarm skills. Catch beanbags and a range of sized balls. Throw, hit, and kick a ball in a variety of ways.</p>	<p><u>What do people believe about God, humanity & the natural world? (creation stories)</u> To explore religious views of creation and ecology</p> <ul style="list-style-type: none"> - Does the world belong to God? - Should people take care of the world?

2	<p><u>Plants (Year 2)</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.</p>	<p><u>Grouping Data</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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. (Link to Maths & Science)</p>	<p><u>Digital Wellbeing</u> Talk about what we use the internet for and how it helps. Discuss some effects of too much screen time. Explain internet safety rules. Explain how to keep personal information private online. Understand people may behave differently online and explain what to do if something worries them. Discuss examples of false information they may see online. (Link to computing)</p>		<p><u>Victorians</u> Make comparisons between some aspects of life in different time periods. Recount the life of someone famous who lived in the past (Queen Victoria). Suggest why people acted as they did. Identify some of the ways we find out about the past and know that some are more reliable than others. Use a range of sources to find out about the past. Ask questions to find out about the past. Use words and phrases to describe when things happened. Order events and people using a simple timeline.</p>	<p><u>Sculpture</u> Andy Goldsworthy (Forest School)</p>	<p><u>Textiles (Christmas baubles)</u> Understand how simple 3D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques (running stitch, glue, over stitch, stapling) Explore different finishing techniques (painting, fabric crayons/pens, stitching, sequins, buttons, ribbons) Know and use technical vocabulary relevant to the project</p>	<p><u>Ho Ho Ho</u> Use their voices expressively and creatively by singing songs and speaking chants, and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Invasion Games</u> Play simple competitive games with others and be able to describe to others what they are doing and what they see. Move confidently, changing direction, and speed easily and using space. Play co-operatively with a partner and in a small team. Demonstrate accuracy when sending, stopping and retrieving. Talk about scoring and ways to improve. Decide where to stand to make it difficult for their opponent. <u>Dance</u> Create a dance with a clear beginning, middle, end. Demonstrate moving with control, showing smooth linking movements and clear phrasing. Perform with others.</p>	<p><u>How and why are celebrations important in religion?</u> To explore and compare reasons for celebrating</p> <ul style="list-style-type: none"> - Are religious celebrations important to people? - Is God important to everyone?
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3	<p><u>Humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Describe the importance of exercise, eating the right amounts of different types of food and hygiene.</p>	<p><u>Creating Media - Digital Photography</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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 and other online technologies. (Art links)</p>	<p><u>Be yourself</u> Say what makes them an individual. Identify feelings from facial expressions and body language. talk about what they like that makes them feel happy. Explain how to manage feelings of anger or sadness. Describe strategies to explain how change and loss can be dealt with positively. Understand the importance of sharing their thoughts and feelings respectfully. (RE links to belonging)</p>	<p><u>UK</u> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (South Stoke, Oxford, & a coastal region) Identify seasonal and daily weather patterns in the UK. Use simple fieldwork and observational skills to study the geography of the school and its surrounding environment. Observe geography of school grounds.</p>		<p><u>Drawing & Painting</u> Portraits William Powell Firth Pablo Picasso (Link to Science)</p>	<p><u>Mechanisms Sliders, & levers</u> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary (link to English)</p>	<p><u>Hands, Feet, Heart</u> Use their voices expressively and creatively by singing songs and speaking chants, and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Invasion Games</u> Understand and use space in a variety of games. Keep possession and describe how they have achieved it. Demonstrate control of a variety of games equipment. Demonstrate variations in speed direction and level when playing and use efficiently and safely.</p> <p><u>Dance</u> Explore how to choose and apply skills and actions in sequence and combination. Vary the way they perform skills. Comment on their own and other's performances constructively.</p>	<p><u>What do we get out of belonging to different groups and how do we show that we belong?</u> To explore how and why people choose to belong to groups and religions</p> <ul style="list-style-type: none"> - Does it feel special to belong? - Who do I believe I am?
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4	<p><u>Humans (Growing Up)</u> Notice that animals including humans have offspring that grow into adults. Use the scientific names introduced to name male and female body parts.]Identify some differences between males and females. Identify the body parts we keep private. (PANTS rule) Understand the words no and stop. (Consent) Understand that people's bodies and feelings can be hurt. (Link to PSHE)</p>	<p><u>Creating Media - Digital Writing</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. (English links)</p>	<p><u>One World</u> Describe how family life in different countries can be the same as and different from their own. Think about what children might do in homes around the world. Describe what it is like to go to school in different countries and identify similarities and differences from theirs. Think about how the environment affects people daily life. Discuss the environmental problems of the overuse and misuse of natural resources. Explain why it is important to care for the earth and discuss ways this can be done. (Geography Links)</p>	<p><u>Italy</u> Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify places studied. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>		<p><u>Drawing & Painting</u> Leonardo Da Vinci Giuseppe Arcimboldo (Link to DT)</p>	<p><u>Food & Nutrition</u> Understand where a range of fruit and vegetables come from Understand and use basic principles of a healthy & varied diet to prepare dishes (link to science & PSHE) Know and use technical and sensory vocabulary relevant to the project.</p>	<p><u>In the groove</u> Use their voices expressively and creatively by singing songs and speaking chants, and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Net/Wall Games</u> Attack and defend in net type games. Understand the principles of play in net games. Play continuous rallies with a partner. Show awareness of opponents and teammates. Make choices about appropriate targets, space and equipment.</p> <p><u>Balance & Agility</u> Choose and link actions. Make their body, tense, relaxed, stretched, curled. Use words such as rolling, travelling, balancing, climbing. Plan and repeat simple actions. Show contrast in shape.</p>	<p><u>What do Christians believe?</u> To recall key Christian beliefs about Jesus and some of the stories he told To explore the reasons why people follow Jesus with reference to the Easter story.</p> <ul style="list-style-type: none"> - Should people follow religious leaders and teachings
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5	<p><u>Forces (Scientific Enquiry based)</u> Find out about and describe the movement of, familiar things (for example, cars going faster, slowing down, changing direction). Know that pushes and pulls are examples of forces. Recognise that when things speed up, slow down or change direction there is a cause (for example a push or a pull) Explore magnets as a type of force</p>	<p><u>Programming - moving a robot</u> Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. (Geography & math links)</p>	<p><u>TEAM (together, everyone, achieves, more)</u> Explain how it feels to be part of a team. Demonstrate good listening skills to follow instructions. Create chain of kindness. Discuss ways to deal with teasing or bullying behaviour. Sort thoughts into helpful and not-so helpful categories. Discuss good choices, and the consequences of these. (RE Links to belonging)</p>	<p><u>Maps</u> Use simple compass directions, locational and directional language to describe the location of features and routes on a map. Devise simple maps and construct basic symbols in a key.</p>	<p><u>Travel & Transport</u> Significant people in own locality - William Morris Changes within living memory, revealing aspects of change in national life. Identify some of the ways we find out about the past and know that some are more reliable than others. Use a range of sources to find out about the past. Ask questions to find out about the past. Use words and phrases to describe when things happened. Order events and people using a simple timeline.</p>	<p><u>Landscapes & Cityscapes</u> Claude Monet Vincent Van Gogh Jean Metzinger (Link to Geography)</p>	<p><u>Structures (Free Standing Structures)</u> Mini beast homes/forest school Know how to make freestanding structures stronger, stiffer, and more stable. Know and use technical vocabulary.</p>	<p><u>Friendship song</u> Use their voices expressively and creatively by singing songs and speaking chants, and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Multi-Skills Running</u> Show health and fitness development through cardio, agility and chasing games. Repeat actions. Explore and explain tactics to improve stamina and speed over long and short distances and how tactics/skills differ.</p>	<p><u>What do Muslims believe? Why do Muslims go on pilgrimages?</u> To recall key Muslim beliefs</p> <ul style="list-style-type: none"> - What are the 5 pillars of Islam? - What is the importance of pilgrimage for Muslims?
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6		<p><u>Robot Algorithms</u> Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p>	<p><u>Aiming High</u> Identify star qualities in others. Give examples of positive learning attitude statements. Identify attributes they have that would suit them in desired jobs. Challenge stereotypes. Discuss ambitions. Identify ways next year will be different and explain why they think this.</p>		<p><u>Explorers</u> The lives of significant individuals in the past who have contributed to national and international achievements. Identify some of the ways we find out about the past and know that some are more reliable than others. Use a range of sources to find out about the past. Ask questions to find out about the past. Use words and phrases to describe when things happened. Order events and people using a simple timeline.</p>	<p><u>Painting</u> William Grill Bob Patterson (Link to History Ernest Shakleton)</p>	<p><u>Mechanisms</u> <u>Wheels & Axles</u> Explore and use wheels, axles, and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p>	<p><u>Round Round</u> Use their voices expressively and creatively by singing songs and speaking chants, and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Multi-skills</u> <u>Throwing</u> Perform actions with control and co-ordination. Make choices about appropriate targets, space and equipment. Use a variety of skills. Use basic over and under arm skills. Throw a variety of equipment depending on need of game/activity. Track balls and equipment sent to them.</p>	<p><u>What makes some stories special in religion?</u> To explore some religious stories and find out what can be learned from them</p> <ul style="list-style-type: none"> - What can I learn from stories from religious traditions?
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KS2

Term	Science	Computing	PSHE/RSE	Geography	History	Art	D&T	Music	MFL	PE	RE
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1	<p><u>States of matter (Y4 PoS)</u> compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p><u>Computing systems and networks- Connecting computers</u> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish</p>	<p><u>Online safety</u> <i>Health and wellbeing</i> H13, H37, H42. <i>Relationships</i> R15, R19, R20, R21, R23, R24, R28. <i>Living in the wider world</i> L11, L12, L13, L14, L15, L16.</p>	<p><u>South America and rainforests</u> -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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 in North or South America</p> <p>physical geography, including:</p>	<p><u>South American art</u> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>-about great artists, architects and designers in history</p>		<p><u>How does music bring us together?</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>-improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>-listen with attention to detail and recall sounds with increasing aural memory</p> <p>-use and understand staff and other musical notations</p> <p>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p><u>School</u> -listen attentively to spoken language and show understanding by joining in and responding</p> <p>-engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>-speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>-read carefully and show understanding of words, phrases and simple writing</p>	<p><u>Lacrosse</u> -use running, jumping, throwing and catching in isolation and in combination</p> <p>-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Peace</u></p> <ul style="list-style-type: none"> • identify and begin to describe the similarities and differences within and between religions. • investigate the significance of religion in the local, national and global communities. • Reflect on ideas of right and wrong and their own and others' responses to them
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		given goals, including collecting, analysing, evaluating and presenting data and information		climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle				composers and musicians -develop an understanding of the history of music			
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2	<p><u>Materials and their properties (Y5 Po5)</u> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative</p>	<p><u>Programming-repetition in shapes</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and</p>	<p><u>Together everyone achieves more</u> Health and wellbeing H18, H19, H23, H24, H36 Relationships R10, R11, R13, R14, R17, R19, R20, R21, R30, R31, R32, R33, R34 Living in the wider world L1, L4, L5 L6, L30</p>		<p><u>Mayans</u> a non-European society that provides contrasts with British history -Mayan civilization c. AD 900;</p>		<p><u>Chocolate packaging</u> -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 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p><u>How does music bring us together?</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p><u>Christmas</u> -appreciate stories, songs, poems and rhymes in the language - write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p><u>Handball</u> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Nativity story</u></p>
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	<p>and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</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</p> <p>-investigate and analyse a range of existing products</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>composers and musicians</p> <p>-develop an understanding of the history of music</p>			
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5	<p><u>Working scientifically (Y3/4, 5/6 Po5)</u> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using</p>	<p><u>Flat file databases</u> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p><u>Diverse Britain (LKS2)</u> Health and wellbeing H25 Relationships R21, R31, R32, R33, R34 Living in the wider world L1, L2, L3, L4, L6, L7, L8, L9, L10</p>		<p><u>Romans</u> the Roman Empire and its impact on Britain</p>	<p><u>Roman mosaics</u> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history</p>		<p><u>How does music bring us together?</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p><u>Colour</u> -speak in sentences, using familiar vocabulary, phrases and basic language structures -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language</p>	<p><u>Volleyball Dance</u> use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -perform dances using a range of movement patterns</p>	<p><u>The Bible</u></p>
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	simple scientific language, drawings, labelled diagrams, keys, bar							composers and musicians -develop an understanding of the history of music			
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4	<p>charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. <i>planning different types of scientific enquiries to answer</i></p>	<p><u>Creating media-Photo editing</u> Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><u>Diverse Britain (UKS2)</u> Health and wellbeing H25 Relationships R21, R33, Living in the wider world L1, L2, L3, L4, L5, L6, L7, L8, L9, L10</p>	<p><u>Italy</u> 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 in North or South America</p>			<p><u>Food (pasta, pizza)</u> understand and apply the principles of nutrition and learn how to cook</p>	<p><u>How does music bring us together?</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p><u>Food</u> appreciate stories, songs, poems and rhymes in the language -write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p><u>Tennis</u> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Places of worship (Christian)</u></p>
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<p><i>questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and</i></p>							<p>composers and musicians -develop an understanding of the history of music</p>			
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5	<p><u>Space</u> (Y5 PoS) describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><u>Sequencing</u> <u>Viking Raid</u> programming use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><u>Money Matters</u> Living in the wider world L17, L18, L19, L20, L21, L22, L23, L24, L26, L29, L31, L32</p>		<p><u>Vikings</u> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><u>Viking art</u> -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history</p>		<p><u>How does music bring us together?</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p><u>The Little Prince</u> -appreciate stories, songs, poems and rhymes in the language -describe people, places, things and actions orally* and in writing</p>	<p><u>Athletics</u> -use running, jumping, throwing and catching in isolation and in combination -develop flexibility, strength, technique, control and balance</p>	<p><u>Pilgrimages</u></p>
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								composers and musicians -develop an understanding of the history of music			
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6		<p><u>Simulation</u> <u>Solar system programming</u> -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p>	<p><u>Aiming high</u> Living in the wider world L9, L25, L26, L28, L29, L30, L31, L32 Health and wellbeing H27, H28, H29</p>	<p><u>Mountains</u> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			<p><u>Space buggies</u> -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 -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a</p>	<p><u>How does music bring us together?</u> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the interrelated dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>	<p><u>Transport</u> -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p><u>Orienteering</u> -take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><u>Mountains</u></p>
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							wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	composers and musicians -develop an understanding of the history of music			
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