

<p><u>Subject: Science</u> Rocks and soils</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter 	<p><u>Prior learning:</u> <u>KS1</u> Y1</p> <ul style="list-style-type: none"> • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Y2</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p><u>Next steps learning:</u> <u>KS3</u></p> <ul style="list-style-type: none"> • the composition of the Earth • the structure of the Earth • the rock cycle and the formation of igneous, sedimentary and metamorphic rocks
<p><u>Small steps:</u> To identify what rocks are (and the different uses) To group rocks based on their properties (and compare them) To understand how rocks are formed (and the differences between the types) To know what rocks make up the Earth (and how they are layered) To explain the different layers of the Earth (and compare these) To describe how fossils are formed (and how this happens)</p>	<p><u>Working scientifically NC objectives (Skills)</u> Year 3/4</p> <ul style="list-style-type: none"> • 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 • 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 • using straightforward scientific evidence to answer questions or to support their findings. <p>Year 5/6</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer 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 • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 	
<p><u>Key vocabulary:</u> rock, appearance, hard, soft, permeable, impermeable, smooth, shiny, rough, dull, bright, dark, sparkly, plain, durable, hard wearing, waterproof, strong, geologist, igneous, sedimentary, metamorphic, soils, decaying, microbes, crust, mantle, outer core, inner core, , organism, fossil, amber, clay, mould</p>	<p><u>Reading links:</u> Rocks and minerals (Eyewitness books) The pebble in my pocket The street beneath my feet</p>	<p><u>Cross curricular links:</u> English: Explanation texts on Rock cycle</p>

<p><u>Subject: History</u> Stone age to Iron age</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 	<p><u>Prior learning:</u> KS1</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality 	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • a local history study • the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
<p><u>Small steps (knowledge)</u></p> <ol style="list-style-type: none"> 1. What was life like in the Paleolithic and Mesolithic? How do we know? 2. What changed from the Paleolithic and Mesolithic? What stayed the same? 3. What did people eat in the Paleolithic and Mesolithic? How do we know this? 4. How did the search for food change in the Neolithic? Why were these changes important? 5. What tools were used in the neolithic? How were these used? 6. Who were the Beaker people? Why were they significant? 7. How did tools change after the Neolithic? What were the consequences of this? 8. How did the Bronze age change to the Iron age? What was the impact of this? 9. What are roundhouses? How do we know about them? 10. What is a hillfort? What do they tell us about the Stone Age? 11. What was life like in the South East during the Stone Age? 		<p><u>Small steps (skills)</u></p> <ol style="list-style-type: none"> 1. To interpret evidence; to recognise changes in life 2. To recognise what changes have occurred; how have previous concepts continued in life 3. To use archaeological evidence; to justify ideas 4. To recognise changes and continuation; to recognise significance of changes 5. To recognise the significance of archaeological finds; to justify ideas with evidence 6. To recognise the significance of a group of people 7. To interpret evidence accurately; to justify opinions 8. To know what changes occurred: to explain the impact of these changes 9. To interpret evidence; to justify opinions 10. To consider future discoveries
<p><u>Key vocabulary:</u> Excavation, artefacts, archaeologist, prehistory, Doggerland, continuity, Mesolithic, remains, preserve, migrate, agriculture, domestication, Neolithic, significant, tools, pottery, beaker, burial, construct, settlement, palisade, granary, ditch, bowl barrow, submerged settlement</p>	<p><u>Reading links:</u> Stone Age Boy Wild Way home</p>	<p><u>Cross curricular links:</u> English: Stone Age Boy-narrative writing British values: Democracy-ways society was run during Stone Age times</p>

<p><u>Subject: D&T</u> Marble runs Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p><u>Prior learning:</u> KS1 Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable 	<p><u>Next steps learning:</u> KS3 Design</p> <ul style="list-style-type: none"> • use research and exploration, such as the study of different cultures, to identify and understand user needs • identify and solve their own design problems and understand how to reformulate problems given to them <p>Make</p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture <p>Evaluate</p> <ul style="list-style-type: none"> • test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups <p>Technical knowledge</p> <ul style="list-style-type: none"> • understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To investigate free standing structures (and apply my understanding of structures) 2. To use a wider range of tools and equipment to perform practical tasks (with growing accuracy) 3. To develop a range of practical skills to create bends 4. To investigate free standing structures 5. To select from and use materials and components to make a marble run 6. To evaluate and improve product 		<p><u>Small steps (skills):</u></p> <ol style="list-style-type: none"> 1. To strengthen, stiffen and reinforce 2. To use tools and equipment accurately 3. To use tools and equipment accurately 4. To investigate existing products 5. To select and use different materials and components 6. To evaluate ideas and product against design criteria
<p><u>Key vocabulary:</u> Free standing, structure, support, stiffen, sturdy, stable, reposition, strengthen, reinforce, Accurate, join, shape, cut aesthetics, tools, equipment, functional, Bend, skills, tools, equipment, cut, shape, join, existing, product, Aesthetic, functional, iterative process, Test, evaluate, design criteria, improve.</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> Maths: time, measures Science: Material properties</p>

<p><u>Subject: Computing</u> Teach computing unit: Y4 The internet</p> <ul style="list-style-type: none"> • 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 • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Prior learning:</u> <u>KS1</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Next steps learning:</u> <u>KS3</u></p> <ul style="list-style-type: none"> • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To describe how networks physically connect to other networks 2. To recognise how networked devices make up the internet 3. To outline how websites can be shared via the world wide web 4. To describe how content can be added and accessed on the world wide web 5. To recognise how the content of the world wide web is created by people 6. To evaluate the consequences of unreliable content 		
<p><u>Key vocabulary:</u> Internet, network, router, network security, Network switch, server, wireless access point (WAP), router, Website, web page, web address, router, routing, web browser, World Wide Web, internet, content, website, web page, links, files, Website, use, content, download, sharing, ownership, permission, Information, sharing, accurate, honest, content, adverts</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> PSHE: Online safety</p>

Rocking and rolling Autumn 1 KS2

<p><u>Subject: French</u></p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • read carefully and show understanding of words, phrases and simple writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<p><u>Prior learning:</u> Previous French learnt in class</p>	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • speak coherently and confidently, with increasingly accurate pronunciation and intonation
<p><u>Small steps (knowledge):</u></p> <ol style="list-style-type: none"> 1. To know how to greet someone 2. To ask and answer a question 3. To know numbers 0-10 4. To find out how old someone is 		<p><u>Small steps (skills):</u></p> <ol style="list-style-type: none"> 1. Engage in conversation, ask and answer questions 2. Listen to language and show understanding 3. To develop accurate pronunciation 4. To speak in sentences
<p><u>Key vocabulary:</u> See separate vocabulary list</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> PSHE: R30-34 Respecting self and others; L6-10 Communities British values: Mutual respect, tolerance of those with different beliefs and faiths</p>

Rocking and rolling Autumn 1 KS2

<p><u>Subject: Music</u> Kapow unit-Rock and roll</p> <ul style="list-style-type: none">• 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 composers and musicians• develop an understanding of the history of music	<p><u>Prior learning:</u> <u>KS1</u></p> <ul style="list-style-type: none">• 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 interrelated dimensions of music	<p><u>Next steps learning:</u> <u>KS3</u></p> <ul style="list-style-type: none">• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions• listen with increasing discrimination to a wide range of music from great composers and musicians• develop a deepening understanding of the music that they perform and to which they listen, and its history
<p><u>Small steps (knowledge):</u> To understand the history of rock and roll To be able to perform with a sense of style To play a walking base line on tuned percussion To be able to play a rock and toll bass line To be able to play a rock and roll piece of music</p>		
<p><u>Key vocabulary:</u> rock and roll hand jive 1950's tempo dynamic notation style</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u></p>

Rocking and rolling Autumn 1 KS2

<p><u>Subject: PSHE</u> Safety first H35, 37, 38, 39, 40, 41, 43, 44, 46, 47, 48, 49, 50 R9, 18, 24, 28, 29</p>	<p><u>Prior learning:</u> KS1 H28, 29, 30, 31, 32, 33, 34, 35, 36, 37 R15, 19, 20</p>	<p><u>Next steps learning:</u> KS3 H23, 24 25, 26, 27, 28, 29, 30, 31, 32, 33</p>
<p><u>Small steps (knowledge):</u> To be responsible for making good choices To identify a risky situation and act responsibly To understand that a choice can be made to not do something To know how to stay safe when out and about To know about dangerous substances To know how to respond to emergency situations</p>		
<p><u>Key vocabulary:</u> independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, help, risk, danger, hazard, safe, choices, decisions, rules, responsible, outcome, peer pressure, choices, dare, decisions, family, friends, media, comfortable, uncomfortable, right, wrong, feelings, dangerous, local environment, unfamiliar place, road safety, pedestrian crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, independence, drugs, medication, medicine, pill, vaccine, inhaler, insulin, injection, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> Science: Animals including humans-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function British values: Rule of law</p>

<p><u>Subject: RE</u> Why do religions and non-religious groups celebrate important moments in life? <i>LKS2: recognise and describe symbols and rituals, compare different beliefs and teachings</i> <i>Ask questions about religion and belief</i> <i>UKS2: describe similarities and differences of belief and practise, raise questions about beliefs and values</i></p>	<p><u>Prior learning:</u> KS1 Why do people celebrate special occasions? Religions share some things in common, ask appropriate questions</p>	<p><u>Next steps learning:</u> KS3 Use appropriate language to explain religions, beliefs and practices</p>
<p><u>Small steps (knowledge):</u> What are the main religions of the world? How are they similar/different? What is a rite of passage? How do religions celebrate births? How are they similar/different? How do religions celebrate weddings? How are they similar/different? How do religions conduct funerals? How are they similar/different?</p>		
<p><u>Key vocabulary:</u> Religion, symbol, book, God, rites of passage, timeline, life, birth, wedding, funeral, ceremony, ritual</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u> PSHE: R30-34 Respecting self and others; L6-10 Communities British values: Mutual respect, tolerance of those with different beliefs and faiths</p>

<p><u>Subject: PE</u> Tag Rugby</p> <ul style="list-style-type: none"> • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p><u>Prior learning:</u> KS1</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending 	<p><u>Next steps learning:</u> KS3</p> <ul style="list-style-type: none"> • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • take part in competitive sports and activities outside school through community links or sports clubs
<p><u>Small steps:</u></p> <p>To apply basic principles of invasion games</p> <p>To move the ball</p> <p>To move with the ball into space</p> <p>To pass a rugby ball</p> <p>To receive a rugby ball</p> <p>To know and apply rules of tagging</p> <p>To gain possession by intercepting a pass</p> <p>To use defending skills</p> <p>To use attacking skills</p> <p>To apply principles and rules of tag rugby in a game</p> <p>To compete against other teams in a mini tournament</p>		
<p><u>Key vocabulary:</u></p> <p>Invasion, pass, receive, rules, tag, possession, attack, defence, throw, catch, move, dodge, intercept, control, accuracy, communicate, space, tactic, team</p>	<p><u>Reading links:</u></p>	<p><u>Cross curricular links:</u></p> <p>Science/PSHE-keeping healthy, effects of exercise on body</p>