


Our Bespoke Curriculum for Our Children



NEWARK HILL
ACADEMY



At the Newark Hill Academy, our bespoke curriculum has been designed for our pupils by our teaching team to meet the needs of our learners. We have created a thematic approach using the resources in the local area to make our curriculum meaningful. We deliver rich experiences and knowledge to equip them for the next stage of their learning career and beyond. There is a clear rationale behind our curriculum, and careful thought and planning has gone into each of our areas of learning to allow for concept progression and links.

|  EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Sharing and showing kindness to others | Winter Wonders | Can We Fix It? | Spring Has Sprung | Let's Grow | Don't Bug Me! |
| Subject | <ul style="list-style-type: none"> ☞ Communication, listening and understanding ☞ Personal, Social and Emotional Development. ☞ Physical Development ☞ Knowledge of the World ☞ Expressive Arts and Design | <ul style="list-style-type: none"> ☞ Communication, listening and understanding ☞ Personal, Social and Emotional Development. ☞ Physical Development ☞ Knowledge of the World ☞ Expressive art and design | <ul style="list-style-type: none"> ☞ Communication, listening and understanding ☞ Personal, Social and Emotional Development. ☞ Physical Development ☞ Knowledge of the World ☞ Expressive art and design | <ul style="list-style-type: none"> ☞ Communication, listening and understanding ☞ Personal, Social and Emotional Development. ☞ Physical Development ☞ Knowledge of the World ☞ Expressive art and design | <ul style="list-style-type: none"> ☞ Communication, listening and understanding ☞ Personal, Social and Emotional Development. ☞ Physical Development ☞ Knowledge of the World ☞ Expressive art and design | <ul style="list-style-type: none"> ☞ Communication, listening and understanding ☞ Personal, Social and Emotional Development. ☞ Physical Development ☞ Knowledge of the World ☞ Expressive art and design |
| Overview | <p><u>Pupils will be learning to:</u></p> <ul style="list-style-type: none"> ☞ enjoy using language ☞ listen attentively ☞ respect cultures ☞ treat people with respect ☞ select activities ☞ use resources independently ☞ build relationships ☞ dress/undress ☞ understand and follow rules ☞ awareness of own and others needs ☞ find out about living things ☞ properties of materials ☞ know about own and other's cultures ☞ awareness of space ☞ use small and large equipment ☞ move with confidence and imagination | <p><u>Pupils will be learning to:</u></p> <ul style="list-style-type: none"> ☞ Build up vocabulary ☞ listen to stories with attention and recall ☞ Understand why, how, what questions ☞ respect and learn about different cultures ☞ treat people with respect ☞ Adapt behaviour to different events, situations, routines ☞ Understand boundaries and follow rules ☞ Initiate conversations ☞ Explain own knowledge ☞ Zip up own coat ☞ Fine and gross motor skills ☞ Move with rhythm | <p><u>Pupils will be learning to:</u></p> <ul style="list-style-type: none"> ☞ Maintain attention, sit and concentrate ☞ Two channelled attention – can do and speak ☞ Follow a story without props or prompts ☞ Respond to instructions of two parts ☞ Introduce own story or narrative to play ☞ Explain own understanding ☞ Confident to speak in front of others ☞ Negotiate and solve problems ☞ respect and learn about different cultures ☞ Zip up own coat ☞ Form recognisable letters ☞ Understands need to eat healthy foods ☞ Use different media to combine and make effect ☞ Create simple representations of people, objects and events | <p><u>Pupils will be learning to:</u></p> <ul style="list-style-type: none"> ☞ Maintain attention, sit and concentrate ☞ Two channelled attention – can do and speak ☞ Explain own knowledge and ask appropriate questions ☞ Listen to views of others ☞ Travel with confidence; over, under, around ☞ Hold pencil in correct grip ☞ Negotiate and solve problems ☞ respect and learn about different cultures ☞ Zip up own coat ☞ Construct with purpose in mind ☞ Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences | <p><u>Pupils will be learning to:</u></p> <ul style="list-style-type: none"> ☞ Maintain attention, sit and concentrate ☞ Confident to try new activities ☞ Work as part of a group or class and understand rules ☞ Answer how and why questions ☞ Use past, present and future forms correctly when talking ☞ Pencils handled well for writing ☞ Know the importance of a healthy diet ☞ respect and learn about different cultures ☞ Make observations of plants and animals and explain why some things happen ☞ Safely use a range of tools | <p><u>Pupils will be learning to:</u></p> <ul style="list-style-type: none"> ☞ Maintain attention, sit and concentrate ☞ Say when they do or do not need help ☞ Work as part of a group or class and understand rules ☞ Answer how and why questions ☞ Develop own narratives and explanations by connecting events ☞ Dress independently ☞ respect and learn about different cultures ☞ Compare their environment to another ☞ Use media and materials in original ways |
| Characteristics of learning | In Early Years the Unique Child strives to relate to people, living things and objects through the Characteristics of Effective | In Early Years the Unique Child strives to relate to people, living things and objects through the Characteristics of Effective | In Early Years the Unique Child strives to relate to people, living things and objects through the Characteristics of Effective | In Early Years the Unique Child strives to relate to people, living things and objects through the Characteristics of Effective | In Early Years the Unique Child strives to relate to people, living things and objects through the Characteristics of Effective | In Early Years the Unique Child strives to relate to people, living things and objects through the Characteristics of Effective |

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| | <p>Learning, which move through all areas of learning</p> <p><i>Playing and exploring – engagement;</i></p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ <p><i>Active learning – motivation</i></p> <ul style="list-style-type: none"> Being involved and concentrating Keep trying Enjoying achieving what they have set out to do <p><i>Creating and thinking critically - thinking</i></p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things | <p>Learning, which move through all areas of learning</p> <p><i>Playing and exploring – engagement;</i></p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ <p><i>Active learning – motivation</i></p> <ul style="list-style-type: none"> Being involved and concentrating Keep trying Enjoying achieving what they have set out to do <p><i>Creating and thinking critically - thinking</i></p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things | <p>Learning, which move through all areas of learning</p> <p><i>Playing and exploring – engagement;</i></p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ <p><i>Active learning – motivation</i></p> <ul style="list-style-type: none"> Being involved and concentrating Keep trying Enjoying achieving what they have set out to do <p><i>Creating and thinking critically - thinking</i></p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things | <p>Learning, which move through all areas of learning</p> <p><i>Playing and exploring – engagement;</i></p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ <p><i>Active learning – motivation</i></p> <ul style="list-style-type: none"> Being involved and concentrating Keep trying Enjoying achieving what they have set out to do <p><i>Creating and thinking critically - thinking</i></p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things | <p>Learning, which move through all areas of learning</p> <p><i>Playing and exploring – engagement;</i></p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ <p><i>Active learning – motivation</i></p> <ul style="list-style-type: none"> Being involved and concentrating Keep trying Enjoying achieving what they have set out to do <p><i>Creating and thinking critically - thinking</i></p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things | <p>Learning, which move through all areas of learning</p> <p><i>Playing and exploring – engagement;</i></p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ <p><i>Active learning – motivation</i></p> <ul style="list-style-type: none"> Being involved and concentrating Keep trying Enjoying achieving what they have set out to do <p><i>Creating and thinking critically - thinking</i></p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things |
| Book suggestions | <ul style="list-style-type: none"> The Little Red Hen Oliver’s vegetables Super Tato | <ul style="list-style-type: none"> Kumak’s fish Stick Man The Snowman | <ul style="list-style-type: none"> Three Little Pigs Spinderella A squash and a squeeze | <ul style="list-style-type: none"> Goldilocks and the Three bears On the way home The Grufallo | <ul style="list-style-type: none"> Jack and the Beanstalk The smartest giant in town Zog | <ul style="list-style-type: none"> Sam’s sandwich Jam sandwich The Very Hungry Caterpillar |
| Knowledge of the world | <p>Look at aspects of the familiar world/ Talk about things we have observed; plants, animals, natural objects/ Talk about why things happen and how they work/ Develop an understanding of changes, growth, decay over time/ Shows an interest in people who are familiar to them/ Differences and similarities in themselves and others</p> <p><u>What we will learn:</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Identify features of the different seasons – Autumn walk. Look at different weather | <p>Look at aspects of the familiar world/ Talk about things we have observed; plants, animals, natural objects/ Family customs/ Shows an interest in people who are familiar to them/ Differences and similarities in themselves and others</p> <p><u>What we will learn:</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Identify features of the different seasons – Winter walk. Look at different weather Changes to trees/plants in our environment – Christmas trees Nativity story and performance Christmas celebrations | <p>Look at aspects of the familiar world/ Talk about things we have observed; plants, animals, natural objects/ Looks closely at similarities, differences, pattern and change/ Enjoys joining in with family customs and celebrations</p> <p><u>What we will learn:</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Identify features of the different seasons Look at different weather Look at differences and similarities between myself and peers Chinese New Year celebrations Explore different materials | <p>Look at aspects of the familiar world/ Talk about things we have observed; plants, animals, natural objects/ Explain why some things happen/ Talk about change/ Talk about past and present events in own life</p> <p><u>What we will learn:</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Identify features of the different seasons – Spring walk. Make close observations of animals Look for change and explain this Share events from own life with others Mother’s day celebrations | <p>Look at aspects of the familiar world/ Explain how things happen; plants, animals, natural objects/ Talk about change/ Talk about past and present events in own life</p> <p><u>What we will learn:</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Identify features of the different seasons – Summer walk Keeping safe in the sun Make close observations of animals and plants Talk about events in past and present St George’s day story Celebrate St George’s day Eid celebrations Looking after plants | <p>Look at aspects of the familiar world/ Explain how things happen; plants, animals, natural objects/ Talk about change/ Talk about past and present events in own life</p> <p><u>What we will learn:</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Identify features of the different seasons – Summer walk Keeping safe in the sun Make close observations of animals and plants Harvest potato crop Father’s day celebrations Bug hunt Life cycle of a butterfly |

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| | <ul style="list-style-type: none"> ☞ Changes to trees/plants in our environment ☞ Discuss members of our families – what did we do at the weekend. ☞ Explore and celebrate Diwali ☞ Explore and celebrate Harvest Festival ☞ Use senses to explore <p>Enquiry:</p> <ul style="list-style-type: none"> ☞ Can you identify the season? ☞ Can you discuss the weather? ☞ Have you noticed any changes to our environment? Weather? Changes to plants/trees? ☞ Can you tell me about your family? ☞ Can you tell the class what you did at the weekend? ☞ Can you re-tell the story of Diwali? ☞ Can you explain why we celebrate Harvest Festival? ☞ How does the object feel? Smell? Look? <p>Working scientifically:</p> <ul style="list-style-type: none"> ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Meet the Little Red Hen – Talks about things they have observed ☞ Talks about significant events in their life ☞ Recognises and describes special times for themselves or family members ☞ Can talk about their own customs and the customs of others. | <ul style="list-style-type: none"> ☞ Arctic – compare and contrast, animals, way of life ☞ Bonfire night <p>Enquiry:</p> <ul style="list-style-type: none"> ☞ Can you identify the season? ☞ Can you discuss the weather? ☞ Have you noticed any changes to our environment? Weather? Changes to plants/trees? ☞ Talk about features of a Christmas tree ☞ Re-tell Nativity story ☞ Can you explain why we celebrate Christmas? ☞ Can you discuss how/if your family celebrate Christmas ☞ Talk about change and why things happen <p>Working scientifically:</p> <ul style="list-style-type: none"> ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Talks about significant events in their life ☞ Recognises and describes special times for themselves or family members ☞ Can talk about their own customs and the customs of others. ☞ Can talk about things that have been observed; plants, living things, natural and found objects. ☞ North Pole challenge Day – can you help the frozen bears? ☞ Investigate with ice | <p>Enquiry:</p> <ul style="list-style-type: none"> ☞ Can you identify the season? ☞ Can you discuss the weather? ☞ Have you noticed any changes to our environment? Weather? Changes to plants/trees? ☞ Re-tell Chinese New Year story ☞ Verbalise similarities and differences between ourselves and others <p>Working scientifically:</p> <ul style="list-style-type: none"> ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Talks about significant events in their life ☞ Recognises and describes special times for themselves or family members ☞ Can talk about their own customs and the customs of others. ☞ Talk about similarities and differences around environment ☞ Sorting materials – Using metal detectors. | <ul style="list-style-type: none"> ☞ Easter story ☞ Easter celebrations ☞ Planting ☞ Making porridge <p>Enquiry:</p> <ul style="list-style-type: none"> ☞ Can you identify the season? ☞ Can you discuss the weather? ☞ Have you noticed any changes to our environment? Weather? ☞ Ten eggs in an incubator, what will happen? ☞ Care for animals ☞ Re-tell the Easter story ☞ What does a plant need to survive? ☞ Notice change in ingredients, consistency and form – cooking porridge <p>Working scientifically:</p> <ul style="list-style-type: none"> ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Observe the change in eggs to chick ☞ Life cycle of a hen ☞ Help to look after the chicks ☞ Talk about events in past – Easter celebration ☞ Planting potatoes and sunflowers and then looking after them. ☞ Comment on changes to porridge during cooking. | <ul style="list-style-type: none"> ☞ Similarities and differences <p>Enquiry:</p> <ul style="list-style-type: none"> ☞ Can you identify the season? ☞ Can you discuss the weather? ☞ Have you noticed any changes to our environment? Weather? ☞ Care for plants – what is happening to our potato plants ☞ Observations of animals – New Ark ☞ Share celebrations from home; Eid, holidays. ☞ Who are the Royal family? ☞ Compare castles and other buildings ☞ St George challenge day – Can you help George to defeat the dragon? <p>Working scientifically:</p> <ul style="list-style-type: none"> ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Help to look after the plants ☞ Differences and similarities in plants ☞ Make observations on animals at New Ark farm ☞ Notice similarities and differences between landmarks and castles | <p>Enquiry:</p> <ul style="list-style-type: none"> ☞ Can you identify the season? ☞ Can you discuss the weather? ☞ Have you noticed any changes to our environment? Weather? ☞ How do we keep safe in the sun? ☞ Harvesting the potatoes – what happened? ☞ Bug hunts, what bugs can you find? ☞ Use magnifying glasses to make close observations ☞ What environment do the bugs like to live in? where have you found the most? ☞ Can you explain the lifecycle of a butterfly? <p>Working scientifically:</p> <ul style="list-style-type: none"> ☞ A daily calendar completed to identify the season, date and weather ☞ Notice changes to the environment caused by season ☞ Help to look after the plants ☞ Identify different species of insects ☞ Treat the insects with care ☞ Use magnifying glass independently and safely ☞ Observe changes to the caterpillar ☞ Life cycle of a butterfly |
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| | <ul style="list-style-type: none"> ☞ Pumpkin carving activity – use senses and explore | | | | | |
| Expressive Arts and Design | <p>Look at familiar songs/ Respond to music with movement/ Tap out simple rhythms/ Explore how sound and colours can be changed/ Begin to use various construction materials/ Engage in imaginative role-play based on own experiences.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Sing a variety of songs with actions ☞ Move body to beat of music ☞ Use body or instruments to tap out rhythms ☞ Listen to different sounds ☞ Use different instruments ☞ Mix paints ☞ Use Duplo, wooden blocks, Polydron construction ☞ Use small world and role-play areas to re-tell stories/experiences <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☞ Sing and dance/perform actions to; Dingle Dangle Scarecrow, five Little ducks, five Little Monkeys. ☞ Charanga – Autumn 1, Listen to and appraise the following songs of different genres; Celebration, Happy, Sing, Sing a rainbow, Happy Birthday, Our House. ☞ Use instruments on our stage area ☞ Mixing paint to make Little Red Hen images, self-portraits, fruit and | <p>Look at familiar songs/ Explores the sounds of different instruments/ Experiments to create with different textures/ Manipulates materials to achieve a planned effect/ Begin to use various construction materials/ Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Sing a variety of songs with actions ☞ Listen to and identify a range of instruments ☞ Use a variety of materials to create different pieces of artwork ☞ Explore snow, ice, playdough ☞ Use Duplo, wooden blocks, Polydron, cubes, play dough to construct <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☞ Sing and dance/perform the Wiggly Nativity, ten Little Soldiers, ten in a bed. ☞ Charanga – Autumn 2, Listen to and appraise the following songs of different genres; Roll Alabama, Boogie Wonderland, Don't go breaking my heart, Ganesh is fresh, Frosty the snowman, Spider-man. ☞ Use instruments in stage area ☞ Create Arctic, Winter and Christmas art using a range of materials; paint, clay, glitter, paper, ribbon, confetti. | <p>Look at familiar songs/ Explores the sounds of different instruments/ Experiments to create with different textures/ Manipulates materials to achieve a planned effect/ Selects appropriate resources and adapts work where necessary/ Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences/ Plays cooperatively as part of a group to develop and act out a narrative</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Sing a variety of songs with actions ☞ Explore different instruments ☞ Use a variety of materials to create different pieces of artwork ☞ Explore different materials and their properties ☞ Construct own designs with a variety of materials <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☞ Sing and dance/perform; ten Little Soldiers, ten in a bed, ten green bottles ☞ Charanga – Spring 1, Listen to and appraise the following songs of different genres; We are family, Thula baba, ABC, My mum is amazing, Conga, Horn concerto no. 4. ☞ Experiment with instruments ☞ Create artwork based on our core stories ☞ Self-portraits | <p>Begins to build a repertoire of songs and dances/ Explores the sounds of different instruments/ Experiments to create with different textures/ Manipulates materials to achieve a planned effect/ Selects tools and techniques needed to shape, assemble and join materials they are using / Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences/ Introduces a storyline or narrative into their play/ Plays cooperatively as part of a group to develop and act out a narrative</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Sing a variety of songs with actions ☞ Explore different instruments ☞ Use a variety of materials to create different pieces of artwork ☞ Engage in open ended role-play and story telling ☞ Construct own designs with a variety of materials <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☞ Sing and dance/perform; When Goldilocks went to the house of the bears, ten in a bed, ten green bottles ☞ Charanga – Spring 2, Listen to and appraise the following songs of different genres; Lovely day, Beyond the sea, Mars from the planets, Frogs legs and dragon's teeth, Singing in the rain. | <p>Children sing songs, make music and dance, and experiment with ways of changing them/ Safely use and explore a variety of materials, tools and techniques/ Use what they have learnt about media and materials in original ways, thinking about uses and purposes/ Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Sing a variety of songs with actions ☞ Explore different instruments ☞ Use a variety of materials to create different pieces of artwork ☞ Engage in open ended role-play and story telling ☞ Construct own designs with a variety of materials ☞ Safely use a range of tools <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☞ Sing and dance/perform; Farmer Pete, Baby Shark- create alternatives. ☞ Charanga – Summer 1, Listen to and appraise the following songs of different genres; Big Bear funk, I feel good, Don't you worry 'bout a thing, My promise, Superstition, Pick up the pieces. ☞ Experiment with instruments ☞ Create artwork based on our core stories | <p>Children sing songs, make music and dance, and experiment with ways of changing them/ Safely use and explore a variety of materials, tools and techniques/ Experimenting with colour, design, texture, form and function/ Use what they have learnt about media and materials in original ways, thinking about uses and purposes/ Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Sing a variety of songs with actions ☞ Explore different instruments ☞ Use a variety of materials to create different pieces of artwork ☞ Engage in open ended role-play and story telling ☞ Construct own designs with a variety of materials ☞ Safely use a range of tools <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☞ Sing and dance/perform; Farmer Pete, Incy Wincy Spider - create alternatives. ☞ Charanga – Summer 2, Listen to and appraise the following songs of different genres; William Tell overture, Dance of the Sugar Plum Fairy, Flight of the Bumble Bee, Jupiter the bringer |

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| | <ul style="list-style-type: none"> vegetable paintings and prints ☛ Construction areas – build own ideas. ☛ Little Red Hen small world. ☛ Home Corner, school, café and hairdressers role-play, along with others that are based on the interests of the pupils. ☛ Rangoli patterns and clay Diwa lamps ☛ Bonfire art using various methods; paint flicking, powder paint, chalk and glitter. | <ul style="list-style-type: none"> ☛ Construction area available for pupils to build using their own ideas. ☛ Arctic and Frozen small world for children to create own stories. ☛ Home corner, Santa’s workshop, Kumak in the North Pole role-play areas, along with others that will be based on the interests of the pupils. ☛ Make Arctic artwork with various materials ☛ Bonfire painting using paint flicking, powder paint and chalk | <ul style="list-style-type: none"> ☛ Chinese New Year art ☛ Dragon dance ☛ Three Little Pigs small world ☛ Home corner, vets, school and Three Pigs building site role-play areas, along with others that are based on the interest of the pupils. | <ul style="list-style-type: none"> ☛ Experiment with instruments ☛ Create artwork based on our core stories ☛ Chick and Easter artwork ☛ Goldilocks small world ☛ Home corner, building site, car garage, pet shop role-play areas, along with others that are based on the interest of the pupils. | <ul style="list-style-type: none"> ☛ Jack and the Beanstalk, castle and fairy’s small world. ☛ St George challenge day – pupils will have the opportunity to make swords and shields, using wood, nails, saws, hammers ☛ Den building ☛ Home corner, the Giants castle, school, fairy garden role-play areas along with others that are based on the interest of the pupils. | <ul style="list-style-type: none"> of jollity, Fantasia on a theme, Flying theme. ☛ Experiment with instruments ☛ Create artwork based on our core stories ☛ Art using natural objects ☛ Art attack ☛ Insects drawn on IPADs Doodle app ☛ Den building ☛ Home corner, café, hairdressers, school role-play areas along with others that are based on the interest of the pupils. |
| Residential/ Trips | <ul style="list-style-type: none"> ☛ Reverend Michael – Harvest Festival ☛ The Little Red Hen ☛ Phonics workshop | <ul style="list-style-type: none"> ☛ Nativity performance ☛ Reading cafes | <ul style="list-style-type: none"> ☛ All about me week ☛ Chinese New Year celebrations ☛ Safer internet week ☛ Reading cafe | <ul style="list-style-type: none"> ☛ Grow your own potatoes trip ☛ Living eggs ☛ Rabbits to visit ☛ Reading café ☛ Celebration of learning | <ul style="list-style-type: none"> ☛ Visit New Ark farm and playground ☛ Reading café ☛ Maths celebration of learning | <ul style="list-style-type: none"> ☛ Harvest your own potatoes ☛ Art week ☛ Move up day ☛ Vision test ☛ Showcase of learning |
| Physical Development | <p>Look at running and moving skilfully and negotiating space/ Move with confidence/ Make large and small movements/ Use one handed tools and equipment/ Pencil grip/ Observe effects on own body/ Dress with minimal help</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ To confidently move in our environment; bikes, scooters, climbing frame, balancing beams ☛ Balance confidently ☛ Use scissors with good control ☛ Hold a pencil between thumb and two fingers ☛ Verbalise when hot, cold, thirsty, hungry, unwell, tired. ☛ Can put on own coat | <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles/ Travels with confidence and skill around, under, over and through balancing and climbing equipment/ Uses simple tools to effect changes to materials/ Shows a preference for a dominant hand/ Observes the effects of activity on their bodies/ Understands that equipment and tools have to be used safely</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ To confidently move in our environment; bikes, scooters, climbing frame, balancing beams ☛ Balance confidently ☛ To hop confidently ☛ Travel around, under, over, through | <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment/ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it/ Handles tools, objects, construction and malleable materials safely and with increasing control/ Shows a preference for a dominant hand/ Form recognisable letters/ Observes the effects of activity on their bodies/ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ To confidently move in our environment; bikes, | <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment/ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it/ Handles tools, objects, construction and malleable materials safely and with increasing control/ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed/ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health/ Manage their own basic hygiene and personal needs successfully, including dressing and</p> | <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment/ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it/ Handles tools, objects, construction and malleable materials safely and with increasing control/ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed/ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health/ Manage their own basic hygiene and personal needs successfully, including dressing and</p> | <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment/ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it/ Handles tools, objects, construction and malleable materials safely and with increasing control/ Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed/ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health/ Manage their own basic hygiene and personal needs successfully, including dressing and</p> |

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| | <p><u>What we will do:</u></p> <ul style="list-style-type: none"> • Use the bike track safely • Use bikes and scooters confidently • Use the various areas of the climbing frame safely; climbing wall, slope, slide and fireman's pole • Scissor practice – cutting shapes along dotted lines to increase scissor skills • Hand writing practise, ensuring good pencil grip and correct letter formation • Encourage children to become independent and confident to express their needs • Practise putting on own coat and then attempting to do up zip • Clothes sorting activity – by season | <ul style="list-style-type: none"> • use small and large equipment • Awareness of space • Move with confidence and imagination • Verbalise when hot, cold, thirsty, hungry, unwell, tired. • Use tools independently and safely. <p><u>What we will do:</u></p> <ul style="list-style-type: none"> • Use the bike track safely • Use bikes and scooters confidently • Use the various areas of the climbing frame safely; climbing wall, slope, slide and fireman's pole • Use various equipment and obstacles, creating circuits for the children to complete • Encourage children to become independent and confident to express their needs • Opportunities to use scissors, hammers and needles | <p>scooters, climbing frame, balancing beams</p> <ul style="list-style-type: none"> • Balance confidently • Move with control and co-ordination • Use small and large equipment • Use tools independently and safely • Healthy eating <p><u>What we will do:</u></p> <ul style="list-style-type: none"> • Use the bike track safely • Use bikes and scooters confidently • Using a large ball to throw, catch, push, roll and kick • Use various equipment and obstacles, creating circuits for the children to complete • Opportunities to use scissors, hammers and needles • Letter formation practise to perfect hand writing • Healthy eating food sorting activity | <p>going to the toilet independently</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • To confidently move in our environment; bikes, scooters, climbing frame, balancing beams • Balance confidently • Move with control and co-ordination • Use small and large equipment • Use tools independently and safely • Look at effect exercise has on their body <p><u>What we will do:</u></p> <ul style="list-style-type: none"> • Use the bike track safely • Use bikes and scooters confidently • Using a large ball to throw, catch, push, roll and kick • Use various equipment and obstacles, creating circuits for the children to complete • Letter formation practise to perfect hand writing and daily writing in phonics • Feel heartbeat before and after exercise to notice effect | <p>going to the toilet independently</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • To confidently move in our environment; bikes, scooters, climbing frame, balancing beams • Balance confidently • Move with control and co-ordination • Skipping with a rope • Use small and large equipment • Use tools independently and safely • Look at effect exercise has on their body <p><u>What we will do:</u></p> <ul style="list-style-type: none"> • Use the bike track safely • Use bikes and scooters confidently • Use balance bikes • Use stilts – like the giant! • Using a large ball to throw, catch, push, roll and kick • Use various equipment and obstacles, creating circuits for the children to complete • Letter formation practise to perfect hand writing and daily writing in phonics • Describe change to body after being active • How to be safe in the sun | <p>going to the toilet independently</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • To confidently move in our environment; bikes, scooters, climbing frame, balancing beams • Balance confidently • Move with control and co-ordination • Skipping with a rope • Use small and large equipment • Use tools independently and safely • Look at effect exercise has on their body <p><u>What we will do:</u></p> <ul style="list-style-type: none"> • Use the bike track safely • Use bikes and scooters confidently • Use balance bikes • Climb trees • Ball games • Skipping with a rope • Use various equipment and obstacles, creating circuits for the children to complete • Letter formation practise to perfect hand writing and daily writing in phonics • Describe change to body after being active • How to be safe in the sun |
| <p>Technology</p> | <p><i>Look at operating simple equipment/ Show an interest in technological toys – pulleys, knobs and buttons/ Show skills in making toys work/ Know that information can be retrieved from a computer/ Complete a simple programme on a computer</i></p> | <p><i>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images/ Know that information can be retrieved from computers/ Become familiar with simple equipment, such as twisting or turning a knob/ Completes a simple program on a computer</i></p> <p>What we will learn:</p> | <p><i>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images/ Know that information can be retrieved from computers/ Become familiar with simple equipment, such as twisting or turning a knob/ Completes a simple program on a computer</i></p> <p>What we will learn:</p> | <p><i>Know that information can be retrieved from computers/ Completes a simple program on a computer/ Uses ICT hardware to interact with age-appropriate computer software</i></p> <p>What we will learn:</p> <ul style="list-style-type: none"> • To explore a range of everyday technological toys and equipment • Use iPads, Beebots and computers to complete | <p><i>Pupils recognise that a range of technology is used in places such as homes and schools/ Select and use technology for particular purposes</i></p> <p>What we will learn:</p> <ul style="list-style-type: none"> • To explore a range of everyday technological toys and equipment • Use iPads, Beebots and computers to complete | <p><i>Pupils recognise that a range of technology is used in places such as homes and schools/ Select and use technology for particular purposes</i></p> <p>What we will learn:</p> <ul style="list-style-type: none"> • To explore a range of everyday technological toys and equipment • Use iPads, Beebots and computers to complete simple programmes; doodle, Education City |

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| | <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ To explore a range of everyday technological toys and equipment ☺ Use iPads, Beebots and computers to complete simple programmes; doodle, Education City <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Have a range of technological toys available for pupils to access; telephones, laptops, tills etc. ☺ Teach pupils how to successfully programme a Beebot to move around mat to desired location ☺ Use iPads regularly in class ☺ Education City set as homework as well as used in class | <ul style="list-style-type: none"> ☺ To explore a range of everyday technological toys and equipment ☺ Use iPads, Beebots and computers to complete simple programmes; doodle, Education City <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Have a range of technological toys available for pupils to access; telephones, laptops, tills etc. ☺ Use torches in North Pole role-play ☺ Teach pupils how to successfully programme a Beebot to move around mat to desired location ☺ Use iPads regularly in class ☺ Use QR codes as part of continuous provision ☺ Education City set as homework as well as used in class | <ul style="list-style-type: none"> ☺ To explore a range of everyday technological toys and equipment ☺ Use iPads, Beebots and computers to complete simple programmes; doodle, Education City ☺ Internet safety <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Have a range of technological toys available for pupils to access; telephones, laptops, tills etc. ☺ Continue to use Beebot's to move around mat to desired location ☺ Use iPads regularly in class ☺ Use QR codes as part of continuous provision ☺ Use metal detectors ☺ Education City set as homework as well as used in class ☺ How to be safe online | <p>simple programmes; doodle, Education City</p> <ul style="list-style-type: none"> ☺ Internet safety ☺ Airhead <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Continue to use Beebot's to move around mat to desired location ☺ Use iPads regularly in class ☺ Use QR codes as part of continuous provision ☺ Use metal detectors ☺ Education City set as homework as well as used in class ☺ How to be safe online ☺ Teach children to use their own Airhead by clicking on different tiles to open each programme | <p>simple programmes; doodle, Education City</p> <ul style="list-style-type: none"> ☺ Internet safety ☺ Airhead ☺ Teams <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Continue to use Beebot's to move around mat to desired location ☺ Use iPads regularly in class ☺ Use QR codes as part of continuous provision ☺ Use remote control cars to follow a track ☺ Education City set as homework as well as used in class ☺ How to be safe online ☺ Use Airhead to access different tiles to open each programme ☺ Access Teams, answer a Polly | <ul style="list-style-type: none"> ☺ Internet safety ☺ Airhead ☺ Teams ☺ FlipGrid <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Continue to use Beebot's to move around mat to desired location ☺ Use iPads regularly in class ☺ Use QR codes as part of continuous provision ☺ Use remote control cars to follow a track ☺ Education City set as homework as well as used in class ☺ How to be safe online ☺ Use Airhead to access different tiles to open each programme ☺ Access Teams ☺ Respond to FlipGrid |
| <p>Personal, Social and Emotional Development</p> | <p><i>Look at playing well with others and building good relationships/ Confident to talk to others/ Select activities and resources/ Show confidence in asking for help/ Accept the needs of others, share and take turns/ Be aware of behaviour expectations</i></p> <p><u>What we learn:</u></p> <ul style="list-style-type: none"> ☺ To play with others – sharing and taking turns ☺ Listening to the views and opinions of others ☺ Play turn taking games – follow simple rules and instructions ☺ Class rules ☺ Pupils to choose own resources ☺ Trusted adult – pupils know who they can talk | <p><i>Pupils initiate conversations, attends to and takes account of what others say/ Confident to talk to others/ Accept the needs of others, share and take turns/ Be aware of behaviour expectations</i></p> <p><u>What we learn:</u></p> <ul style="list-style-type: none"> ☺ To play with others – sharing and taking turns ☺ Listening to the views and opinions of others ☺ Confidently talk to others ☺ Play turn taking games – follow simple rules and instructions ☺ Pupils to choose own resources ☺ Confidence in the learning environment ☺ Anti-bullying week <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Circle/carpet time, promoting turn taking, | <p><i>Explains own knowledge and understanding, and asks appropriate questions of others/ Can describe self in positive terms and talk about abilities/ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</i></p> <p><u>What we learn:</u></p> <ul style="list-style-type: none"> ☺ To play with others – sharing and taking turns ☺ Listening to the views and opinions of others ☺ Confidently talk to others ☺ Pupils to choose own resources ☺ Looking at similarities and differences in themselves and others ☺ Highlighting what they are good at | <p><i>Takes steps to resolve conflicts with other children e.g. finding a compromise/ Pupils are confident to try new activities, and say why they like some activities more than others/ Beginning to be able to negotiate and solve problems without aggression.</i></p> <p><u>What we learn:</u></p> <ul style="list-style-type: none"> ☺ To play with others – sharing and taking turns ☺ Listening to the views and opinions of others ☺ Confidently talk to others ☺ Pupils to choose own resources and activities. ☺ Compromise discussions <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Circle/carpet time, promoting turn taking, listening to others and having a turn to speak | <p><i>Takes steps to resolve conflicts with other children e.g. finding a compromise/ Pupils are confident to try new activities, and say why they like some activities more than others/ Beginning to be able to negotiate and solve problems without aggression.</i></p> <p><u>What we learn:</u></p> <ul style="list-style-type: none"> ☺ To play with others – sharing and taking turns ☺ Listening to the views and opinions of others ☺ Confidently talk to others ☺ Pupils to choose own resources and activities. ☺ Compromise discussions <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Circle/carpet time, promoting turn taking, listening to others and having a turn to speak | <p><i>They show sensitivity to others' needs and feelings/ Form positive relationships with adults and other children/ Choose the resources they need for their chosen activities/ They say when they do or don't need help/ They adjust their behaviour to different situations, and take changes of routine in their stride</i></p> <p><u>What we learn:</u></p> <ul style="list-style-type: none"> ☺ To play with others – sharing and taking turns ☺ Listening to the views and opinions of others ☺ Confidently talk to others ☺ Pupils to choose own resources and activities ☺ Change to routine ☺ Positive relationship building |

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| | <p>to and can choose their trusted adult.</p> <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Circle/carpet time, promoting turn taking, listening to others and having a turn to speak ☺ Make class rules together and ensure that pupils are reminded of our rules regularly ☺ Play simple board games; Ladybird counting, bingo, Scaredy Cat ☺ Resources available for children to select ☺ Share with the pupils what to do if worried or upset – pupils to choose a trusted adult from school whom they can talk to | <p>listening to others and having a turn to speak</p> <ul style="list-style-type: none"> ☺ Model the skill of conversation, my turn-your turn ☺ Hands up to talk on carpet ☺ Opportunities for speaking – small group work, talking tables at snack time, small world ☺ Resources available for children to select ☺ Free choice times for children to freely move around the environment ☺ Learn about the importance of always being kind to others and who to tell if you are upset | <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Circle/carpet time, promoting turn taking, listening to others and having a turn to speak ☺ Model the skill of conversation, my turn-your turn ☺ Hands up to talk on carpet ☺ Opportunities for speaking – small group work, talking tables at snack time, small world ☺ Carpet whole class conversations discussing what we are good at and what we are not so good at with our peers ☺ Using a mirror to look at and describe our features, compare to peers, then paint a self-portrait | <ul style="list-style-type: none"> ☺ Model the skill of conversation, my turn-your turn ☺ Hands up to talk on carpet ☺ Carpet whole class conversations discussing what to do if we become upset by a peer and how to compromise | <ul style="list-style-type: none"> ☺ Carpet whole class conversations discussing how to solve problems ☺ Opportunities for pupils to speak freely in small groups and in front of class ☺ A variety of activities available each day for pupils to choose from | <p><u>What we will do:</u></p> <ul style="list-style-type: none"> ☺ Circle/carpet time, promoting turn taking, listening to others and having a turn to speak ☺ Model positive relationships ☺ Class discussions on how to be a good friend, The 4 C's (Caring, courteous, co-operative, collaboration) ☺ A change to routine to show pupils that this may happen |
| <p>Love Our Planet - Sustainability</p> | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Autumn walk. ☺ Look at different weather ☺ Changes to trees/plants in our environment | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Autumn walk. ☺ Look at different weather ☺ Changes to trees/plants in our environment <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Winter walk. ☺ Look at different weather ☺ Changes to trees/plants in our environment – Christmas trees <p>Arctic – compare and contrast, animals, and their way of life.</p> | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Winter walk. ☺ Look at different weather ☺ Changes to trees/plants in our environment – Christmas trees ☺ Arctic – compare and contrast, animals, way of life <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Talk about similarities and differences around environment ☺ Identify features of the different seasons <p>Look at different weather</p> | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Talk about similarities and differences around environment ☺ Identify features of the different seasons ☺ Look at different weather <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Spring walk. ☺ Notice changes to the environment caused by season ☺ Observe the change in eggs to chick ☺ Life cycle of a hen ☺ Help to look after the chicks ☺ Planting potatoes and sunflowers and then looking after them ☺ Make close observations of animals ☺ Look for change and explain this | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Spring walk. ☺ Notice changes to the environment caused by season ☺ Observe the change in eggs to chick ☺ Life cycle of a hen ☺ Help to look after the chicks ☺ Planting potatoes and sunflowers and then looking after them ☺ Make close observations of animals ☺ Look for change and explain this <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Summer walk ☺ Keeping safe in the sun ☺ Make close observations of animals and plants ☺ A daily calendar completed to identify the | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Identify features of the different seasons – Summer walk ☺ Keeping safe in the sun ☺ Make close observations of animals and plants ☺ A daily calendar completed to identify the season, date and weather ☺ Notice changes to the environment caused by season ☺ Identify differences and similarities in plants <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ A daily calendar completed to identify the season, date and weather ☺ Notice changes to the environment caused by season ☺ Help to look after plants and harvest a potato crop ☺ Identify different species of insects |

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| | | | | | <p>season, date and weather</p> <ul style="list-style-type: none"> Notice changes to the environment caused by season <p>Identify differences and similarities in plants</p> | <ul style="list-style-type: none"> Treat the insects with care Use magnifying glass independently and safely <p>Observe changes to the caterpillar - Life cycle of a butterfly</p> |
| Careers and Employability | <ul style="list-style-type: none"> Character Counts Week People who help us – Reverend Michael Continuous provision of different occupations to explore | <ul style="list-style-type: none"> Anti-Bullying Week Children in Need Continuous provision of different occupations to explore | <ul style="list-style-type: none"> All About Me Week Continuous provision of different occupations to explore | <ul style="list-style-type: none"> STEM Science Week Continuous provision of different occupations to explore | <ul style="list-style-type: none"> National Careers Week Inspiring Peterborough Week Continuous provision of different occupations to explore | <ul style="list-style-type: none"> Re Draw the Balance Continuous provision of different occupations to explore |





Year 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | <i>What's going on?</i> | <i>Dinosaurs</i> | <i>Can you Dig it?</i> | <i>Animals around the World</i> | <i>Art Attack</i> | <i>On Holiday with Barnaby Bear</i> |
| Subject | Geography/History | Science/ Geography | Science | Science | Art/History | Geography |
| Overview | Pupils will be learning more about themselves and others; <ul style="list-style-type: none"> ☺ Ourselves and our families ☺ Looking at the world around them ☺ How the local area has changed ☺ How the school has changed ☺ Maps ☺ A significant person in history – The Queen ☺ I like myself ☺ People Who help us | <ul style="list-style-type: none"> ☺ Making own dinosaurs ☺ Compare the world – then and now ☺ What did they eat? Healthy eating ☺ Carnivore, herbivore, omnivore. ☺ Locating and naming countries and continents ☺ Compare weather ☺ Trees ☺ Where did they live? Maps | <ul style="list-style-type: none"> ☺ Planting and growing ☺ What plants need to grow ☺ The seasons | <ul style="list-style-type: none"> ☺ Habitats ☺ Types of animal – carnivore, omnivore, herbivore ☺ What animals need | <ul style="list-style-type: none"> ☺ Famous artists ☺ Different types of art ☺ Using different materials to create sculptures ☺ A significant person in history – artists. ☺ Compare materials. | <ul style="list-style-type: none"> ☺ Where do we go on holiday? ☺ Map work ☺ Sand sculptures ☺ Holidays ☺ Seaside |
| Book Suggestions | <ul style="list-style-type: none"> ☺ I'm Special I'm Me ☺ Who am I? | <ul style="list-style-type: none"> ☺ Katie and the dinosaurs ☺ Dear Dinosaur | <ul style="list-style-type: none"> ☺ The Tiny Seed ☺ Sam Plants a Sunflower ☺ The Gigantic Turnip ☺ The Princess and the Pea | <ul style="list-style-type: none"> ☺ The tiger who came to tea ☺ The very annoying elephant | <ul style="list-style-type: none"> ☺ Katie and the Stormy Night ☺ The Billy Goats Gruff | <ul style="list-style-type: none"> ☺ Billy's Bucket ☺ Barnaby Bear ☺ The Lighthouse Keepers Lunch |
| Science | <p>Seasonal Changes/ Animals including humans/ Comparing materials</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Summer, Autumn, Winter are the seasons and we know the song about it. ☺ We know the weather changes from our daily information board in Early Years. ☺ The pupils identified the main parts of the body (arms, legs, head) <p><u>What we will learn</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ☺ Pupils will identify and label the parts of the body | <p>Seasonal Changes/ Animals including humans/ Comparing materials</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Animals that live in the Arctic ☺ Discussions about pets <p><u>What we will learn</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ☺ Pupils will learn what omnivores, herbivores and carnivores are, through the topic of dinosaurs. This knowledge will be extended into common animals. ☺ Pupils will explore the school grounds and identify | <p>Plants/ Seasonal Changes</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Daily calendar (including season and weather) ☺ Songs about seasons. ☺ Discussions about seasons and weather to date this academic year. <p><u>What we will learn</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ☺ Pupils will be able to identify and label some common wild and garden plants, through learning walks and presentations. ☺ They will be able to describe the basic | <p>Animals including humans</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Animals that live in the Arctic ☺ Discussions about pets ☺ Dinosaurs- learning about herbivores, carnivores and omnivores <p><u>What we will learn</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ☺ Pupils will learn the different types of common animals and describe and compare them, including fish, amphibians, reptiles' | <p>Comparing materials</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Three little pig's houses ☺ Material sorting according to their properties – metal, plastic, wood ☺ Material sorting by their textures. <p><u>What we will learn</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> ☺ Pupils will learn to identify and name a variety of everyday materials such as wood, plastic and metal, in the indoor and outdoor environments. | <p>Animals including humans</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☺ Animals that live in the Arctic ☺ Discussions about pets ☺ Dinosaurs and animals- learning about herbivores, carnivores and omnivores ☺ The different types of animals around the world ☺ Animals and their habitats <p><u>What we will learn</u></p> <p>Knowledge:</p> |

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| | <ul style="list-style-type: none"> ☛ Pupils will identify and understand what their five senses are and which parts of their body they use for each sense. They will use all their senses to create a new sweet for Willy Wonka. ☛ Identify and name different materials and select the most suitable for their model to recreate the features of their local walk. <p>Enquiry:</p> <ul style="list-style-type: none"> ☛ Can you identify the human body parts? ☛ What are the five senses? ☛ How do we use each of our senses? ☛ Can you use each of your five senses to create a unique sweet for Willy Wonka? ☛ Which is the best material to use? ☛ What are the properties of the materials? <p>Working Scientifically:</p> <ul style="list-style-type: none"> ☛ Pupils will use their observations to answer questions about how and when we use each sense ☛ Pupils will identify the different materials and use the most suitable for their model. ☛ Pupils will gather data through learning walks to build on their knowledge and understanding of their five senses. ☛ The pupils will sing 'Head, Shoulders, Knees and Toes' frequently, to help them identify those body parts. | <p>the deciduous and evergreen trees and explain their answers.</p> <ul style="list-style-type: none"> ☛ Pupils will identify and sort different materials according to their physical properties and discuss the differences and similarities with their peers. <p>Enquiry:</p> <ul style="list-style-type: none"> ☛ What is a herbivore, carnivore or omnivore? ☛ Can you identify which animal/dinosaur is a herbivore/carnivore/omnivore? ☛ What is an Evergreen/Deciduous tree? ☛ Which trees in the garden are deciduous and which are evergreen? ☛ Which material is bumpy/soft/rough? <p>Working Scientifically:</p> <ul style="list-style-type: none"> ☛ Pupils will identify and classify the animals according to their diet. ☛ Pupils will identify and classify the trees according to their properties. Labelling diagrams, writing descriptions and discussing the differences with their peers. ☛ Pupils will identify and then sort materials by using their senses. ☛ Pupils will be able to discuss the types of trees they found on their walk in the outdoor area and will be encouraged to ask questions to further their understanding and curiosity about the types in the different seasons | <p>structure of plants and trees and label the parts of the plant.</p> <ul style="list-style-type: none"> ☛ Pupils will learn what a plant needs to grow and use this knowledge to grow their own plant. ☛ Pupils will continue to develop their understanding of Deciduous and Evergreen trees and note changes across the seasons. <p>Enquiry:</p> <ul style="list-style-type: none"> ☛ What flowers can you see growing? ☛ Can you identify the different common flowers/plants? ☛ What are the parts of a plant called? ☛ What do plants need to grow? ☛ What is a deciduous/Evergreen tree? <p>Working Scientifically:</p> <ul style="list-style-type: none"> ☛ Pupils will identify and classify the different plants within the school ground. ☛ Pupils will make observations of the trees and flowers within their surroundings and be encouraged to ask questions. ☛ Pupils will attempt to grow their own plants ☛ Pupils will take part in taking care of, and observing the growth of plants in the classroom ☛ Pupils will use magnifying glasses to observe them closely ☛ Pupils will compare and contrast different plants/flowers and trees. | <p>birds and mammals. They will find out about their habitats, where they originate and what they eat.</p> <ul style="list-style-type: none"> ☛ Pupils will be able to identify and name a variety of common animals inc fish, amphibians, reptiles birds and mammals from around the world. ☛ Pupils will transfer and develop their previous learning of herbivores, carnivores and omnivores and identify and name a variety of common animals for each diet type. ☛ Pupils will learn about animals (including their structures) and their habitats and identify similarities and differences between them. ☛ Pupils will learn what animals (including pets) need to survive and be healthy. <p>Enquiry:</p> <ul style="list-style-type: none"> ☛ What are the different types of animal? ☛ What does the animal eat? Is it a herbivore, omnivore, carnivore? ☛ What is similar or different to where the animals live? ☛ What is similar/different with the structure of a cat and an elephant? ☛ What do animals need to survive and be healthy? <p>Working Scientifically:</p> <ul style="list-style-type: none"> ☛ Pupils will gather information from a range of sources including media, teaching, discussions and a school trip (Hammerton zoo) to | <ul style="list-style-type: none"> ☛ Pupils will extend their understanding by exploring and describing the physical properties of a variety of everyday materials - such as how they feel, what they are used to make and whether they can be recycled. ☛ Pupils will then move on to grouping and comparing a variety of materials based on their physical properties. <p>Enquiry:</p> <ul style="list-style-type: none"> ☛ What materials are the objects made from? ☛ Is the material transparent or opaque? Is the material soft or hard? Is the material flexible or hard? Is it waterproof or absorbent? ☛ How are the materials different or the same? ☛ Which is the best material for the Billy Goats bridge? <p>Working Scientifically:</p> <ul style="list-style-type: none"> ☛ Pupils will, through teaching and asking questions, learn the different material types. ☛ Through experiments to determine the strength of different materials in Design and Technology, and simple tests, children will identify and classify the materials properties and what is similar and different between them. ☛ Throughout pupils will be encouraged to ask questions about materials, gather and record data about their strength and properties to further their | <ul style="list-style-type: none"> ☛ Pupils will further develop their understanding of the different types of common animals and describe and compare them, including fish, amphibians, reptiles' birds and mammals. They will find out about their habitats, where they originate and what they eat. ☛ Pupils will identify and name a variety of common animals incl. fish, amphibians, reptiles, birds and mammals from around the world. ☛ Pupils will transfer and develop their previous learning of herbivores, carnivores and omnivores and identify and name a variety of common animals for each diet type for creatures from the Sea life centre. ☛ Pupils will continue to develop their understanding of animals and their habitats and identify similarities and differences between them, including those living in the Arctic and those in Africa. <p>Enquiry:</p> <ul style="list-style-type: none"> ☛ Can I identify the different type of animal? ☛ What does the animal eat? Is it a herbivore, omnivore, carnivore? ☛ What is similar or different to where the animals live? <p>Working Scientifically:</p> <ul style="list-style-type: none"> ☛ Pupils will continue to gather information from a range of sources |
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| | | | | <p>identify and classify animals through their type, diet and habitats.</p> <ul style="list-style-type: none"> They will be encouraged to ask simple questions about animals throughout to support their learning and understanding. Through experiences in the classroom and on field trips they will observe and use ideas to answer questions. They will gather and record data over the weeks and observe during their school trip to answer questions. | <p>knowledge and understanding</p> | <p>including media, teaching, discussions and a school trip (Hunstanton SeaLife centre) to identify and classify animals through their type, diet and habitats.</p> <ul style="list-style-type: none"> They will be encouraged to ask simple questions about different animals throughout to support their learning and understanding. Through experiences in the classroom and on field trips they will observe and use ideas to answer questions. |
| History | <p>Local History</p> <p><u>Previous Learning:</u> The pupils celebrated the Queen's birthday last year. They received a letter from her address (Buckingham Palace, London). They know about her prince grandsons, and are aware that she makes decisions about the country we live in.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will be reminded of who the Queen is, and what links she has with Peterborough (visits, family relations, etc). Pupils will explore the changes that have taken place in our school. They will have a visit from a pupil who attended Newark Hill in the 1960s. Pupils will understand what it means when people talk about the past and history. Pupils will compare and contrast the similarities with past and modern day living. | <p>Dinosaurs</p> <p><u>Prior Learning:</u> The pupils know what history is, and what we mean when we use the term 'past'.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> The pupils will learn the names of and recite facts about different dinosaurs. Using globes, atlases and maps, pupils will be taught about where dinosaurs lived. Pupils will explore the different diets and eating habits of the giant reptiles. Through comparison of earth today and in the past, children will begin to understand why dinosaurs are no longer around. Pupils will research what the climate was like in the past and how different it is to now. | <p>Significant individuals in history</p> <p><u>Prior Learning:</u> The pupils understand what the term 'past' means, and will know what is meant when people refer to 'history'. The pupils are able to talk about the climate in the past, and what it was like on earth when dinosaurs roamed. They can make comparisons to what earth is like now.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will explore the life of Edith Cavell and begin to understand why she was so important. Pupils will research the life of Florence Nightingale and begin to understand why she was so important. Pupils will explore the similarities and differences between these two significant people from the past. | <p>World changes</p> <p><u>Prior Learning:</u> The pupils understand that the world is made up of 7 continents, but also know that it hasn't always been like that on earth.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will observe how the earth has changed over the years, in relation to climate and continents. Pupils will discuss how long the dinosaurs lived compared to the life-span of an average human now. Pupils will understand the physical changes on earth since dinosaurs became extinct. | <p>History of art</p> <p><u>Previous Learning</u> The pupils have some knowledge of the artist Van Gough since we studied and drew his sunflowers in Reception.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will explore the artist, Van Gough, and have the opportunity to describe his artwork. Pupils will explore the artist, Constable, and have the opportunity to describe his artwork. Pupils will understand the impact the artists had on the art world and also on modern-day art. | <p>Past and present</p> <p><u>Previous Learning:</u> The pupils now understand what history means and they have explored how everyday objects have changed over time.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will identify the differences and similarities between a British seaside from the past to the present day. Pupils will identify and recall differences and similarities in British lifestyle from the past and present. Pupils will compare artefacts/items from the past and present and make comparisons to discuss similarities and differences between then and now. |

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| <p style="text-align: center;">Geography</p> | <p>What is happening around us? The United Kingdom, the Seven Continents and the four seasons</p> <p><u>Previous Learning</u> The children spoke about the season when we completed the calendar every single day last year, and also the weather.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Label a map of the United Kingdom, stating where the four countries are that make up the UK ☞ Learn the names of each continent in the world through the 7 continents song on You Tube. Pupils will be able to name them from largest to smallest. They will point out each continent on a flat map. ☞ During the celebration of learning the pupils will work with their parents to create a globe, identifying and placing each continent in the correct place. ☞ Pupils will identify weather patterns in the UK and gain an understanding of the four seasons through our daily calendar ☞ Pupils will identify the location of the school and other features in our local area by going on a walk of the local area. Also through continuous provision making replicas of the features of the local area with recyclable materials. ☞ Using an aerial photo, locate the features of the local area – label the photo | <p>The United Kingdom, the Seven Continents and the four seasons</p> <p><u>Previous Learning</u> The children will develop and consolidate their learning and understanding of the 7 continents and the 5 oceans and locating the UK within this from Autumn 1.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will use a globe to identify the 7 continents and the 5 oceans. ☞ Identify the four seasons and link them to the associated months, which the pupils will recite in order. | <p>Human and physical features of our environment The Four Seasons</p> <p><u>Previous Learning</u> The children know the four 4 seasons and associate different weathers with each. They are beginning to understand which months the seasons fall.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ The pupils will understand what beaches, cliffs, coasts, forests, hills, mountains, seas, oceans and rivers are. ☞ Pupils will use geographical vocabulary to identify and label the features of an environment within a photograph ☞ Pupils will identify and label geographical features, making comparisons between two different locations. | <p>What is the same and what is different? Continue exploring the four seasons and similarities and differences between the UK and another country</p> <p><u>Previous Learning</u> The children have an awareness of the four countries within the United Kingdom and a basic understanding of the seven continents. They can talk about the different weather we see over the four seasons in the UK.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will compare the UK to Australia, identifying similarities and differences in the weather/seasons and physical geographical features. ☞ Pupils will continue to develop their understanding of the four seasons and the associated months within each season. ☞ Pupils will research Australia using the internet, books and travel brochures. They will identify facts about Australia's features and weather patterns, and then present their findings in small groups with comparisons made to the UK. ☞ Through exploring the features of the current season (spring) within the local area- pupils will observe seasonal changes. ☞ Through various media pupils will continue to learn songs to support their learning of the | <p>Using maps, compasses and directional language to reach a destination</p> <p><u>Previous Learning</u> The children have previously used compasses to support their understanding of direction and navigation. They have explored aerial maps of the school and the surrounding areas.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will continue to learn how to use aerial maps to locate the different features of the school. ☞ Directions using compasses will be practically taught to describe locations of and routes to features on a map. ☞ Pupils will further their understanding and usage of directional language to create instructions ☞ Plotting routes on an aerial map to a specific point using compass directions and locational and directional language ☞ Using their learning pupils will direct other pupils to a certain location/feature within the school grounds using compasses and aerial maps. | <p>The Seaside- human and physical features Comparing environments</p> <p><u>Previous Learning</u> The children have explored different climates when learning about dinosaurs, comparing climates from then to the present day. They can discuss and describe features within the local area, including within school and use directional and locational language to describe their locations within this area.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will use atlases and maps to identify, name and compare different environments ☞ Pupils will know where the seaside is in location to Peterborough. ☞ Pupils will learn geographical terms for features of the environment (physical and human) and identify them. ☞ Compare seaside locations across the world, including the impacts weather and the physical and human features they have. ☞ Pupils will identify the different features, sort them into human and physical and label them. They will also explain why they have labelled it. ☞ Through using the internet (webcams/ Google maps) pupils will explore a location and identify the type of environment it is. They will then locate it on a |
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| | | | | <p>months of the year and seasons they are in.</p> <ul style="list-style-type: none"> • Pupils will further their understanding of the seven continents and compare this to pre-historic times before we existed. • Pupils will link their learning from the dinosaur era to present day and discuss the changes. • Pupils will label maps from the past and present and make comparisons. | | <p>map and label accordingly.</p> <ul style="list-style-type: none"> • Pupils will use brochures, the internet, books and their own experiences of different locations/ environments to compare different seaside destinations. Pupils will work in small groups and present their findings back to the rest of the class. |
| Art | <p>Painting, Colour and Sculpture</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> • In Early Years, pupils have learnt to hold and control various paint brushes. • They have mixed and blended colours and experienced block printing. <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will experiment with different brush sizes and colours to create their images – The Dot by Peter H. Reynolds. • Pupils will generate ideas of what their dot will be. • Pupils will identify what they might change in their current work or develop in the future – linked to our book ‘The Dot’ by Peter H. Reynolds. They will then use this learning to create a new piece. • Pupils will manipulate malleable materials in a variety of different ways – making their own playdough sweet (Sculpture). • Pupils will use tools in appropriate and safe ways to create their sculpture. | <p>Mark Making</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> • The pupils have previously used felt tips to draw and colour with. • They have also used chalks, on small and large scales. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn to control use of line to create simple forms from observations and known objects/ given images as starting points • Drawing shows some detail inside of line including shading and tone. • Pupils will use a range of drawing media such as, thick felt tip pens and pencil crayons. • Pupils will learn to control colour within the line on a smaller/ larger scale. • Pupils will use chalks to make marks and use different levels of pressure to create different effects. • Pupils will use their imagination to form simple images from a given starting point or description. | <p>Printing, Textiles and Drawing</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils have used a variety of materials before to create an image and they have made basic images using fingerprints. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn to thread a needle and use this to sew using a running stitch to secure a fabric material to hessian. • Pupils will select the most suitable and effective materials from a selection, to create a flower. • Pupils will record and translate an image from an observational drawing. • Pupils will use a variety of tools including pastels, and felt tips to explore different thickness, shades, lines and effects. • Pupils will print images, using corks to create a | <p>Painting, Printing and Technology</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils have printed using pre-made stencils and they have used iPads to create basic images. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will use materials and create a stencil to use to print an animal footprint with paints. • Pupils will paint animal footprints using the iPad, using different sized brushes and lines, exploring different experiences of creating art. • Pupils will use charcoal to recreate different animal prints and explore thickness and tone to create realistic images. <p><u>Final Piece</u></p> <p>Each pupil will create four images of different animal</p> | <p>Painting and Exploring Famous Artists</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Children have recreated Van Gogh’s sunflower picture using watercolours in Art Week. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will explore Van Gogh’s ‘The Starry Night’ image and discuss the artist and what the painting shows. They will explore how and when the painting was made. • Pupils will recreate ‘The Starry Night’ using paints and their fingers. They will then compare their art to Van Gogh’s and suggest ways to improve each other’s work, next time. • Pupils will explore John Constable’s ‘The Hay Wain’ and recreate a section of this using paints on canvas. Pupils will explore different brush techniques to recreate | <p>Collage</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • The children have used a variety of materials to create collages with different colours, shapes and textures. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will use materials collected from the beach (on a field trip) to collage and recreate a seaside using gathered materials • Pupils will recall their experience and recreate the image from memory and photographs. • Materials will be sorted and arranged to represent the colours and image of the seaside, through a variety of materials, colours and textures. Pupils will be encouraged to evaluate their work and make changes for their final |

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| | <ul style="list-style-type: none"> They will explore shading and tones using coloured pencil crayons to draw fruit as part of an observational drawing. <p><u>Final Piece- Main project</u> Pupils will start with a dot and create their own independent art using watercolours and pencil crayons.</p> | <ul style="list-style-type: none"> Pupils will explore how to create a 3D sculpture of a dinosaur using clay. As a class, pupils will develop and share ideas of a dinosaur model they would like to create. (Based on the term's topic) Pupils will then build a construction/sculpture using a variety of objects e.g. recycled, natural and manmade materials for the final piece. Pupils will select the most suitable materials and glue to create the life size structure, evaluate their construction and amend their choices to improve their final piece. <p><u>Final Piece</u> Year group final piece is a 3D sculpture of a dinosaur made from recycled materials, papier-mâché and paint.</p> | <p>Painted image of a flower with different patterns.</p> <p><u>Final Piece</u> Observational drawing of a flower using various techniques: sketching, felt tips and paint using corks. Combined with Design Technology pupils will design and make a felt flower and sew it on to hessian as a gift for someone special.</p> | <p>skins/prints, each image using a different art technique.</p> | <p>the images and colour tones.</p> <ul style="list-style-type: none"> Pupils will compare the similarities and differences between Constable's and Van Gogh's work. <p><u>Final Piece</u> The pupils will have created their own versions of Van Gogh's 'The Starry Night'</p> | <p>piece to represent the seaside.</p> <ul style="list-style-type: none"> Pupils will explore in which way the items can be secured to the collage, using different glues and layouts. <p><u>Final Piece</u> The pupils will have recreated a large (whole class collaboration) picture of the seaside using only natural materials found at the beach.</p> |
| DT | <p>Design and Make</p> <p><u>Previous Learning:</u> None</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will design a sweet for Willy Wonka following the criteria of using all their five senses to make the most appealing product. Pupils will design a sweet and select ingredients to bring their design and special feature to life Pupils will follow a recipe to make a sweet and use additional ingredients to personalise and add a special feature to meet the criteria. Pupils will generate ideas of how their sweet will look and they will use iPads to design their final product. | <p>Design and Make</p> <p><u>Previous Learning:</u> The pupils have used a range of materials when junk modelling and they have used clay to make Diwa lamps.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will design a new species of dinosaur using a design criterion from facts gathered about dinosaurs. Pupils will use their ideas and design their dinosaur using a template. Pupils will use clay to bring their idea to life, using tools to cut and shape their model. As a class the pupils will collate ideas and design a life-size model of a dinosaur. Pupils will use their design to select and use a range of materials (recycled materials, fabric, leaves | <p>Design and Make</p> <p><u>Previous Learning</u> No previous sewing experiences</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will design an appealing gift (a flower) for someone special based on their design criteria. Pupils will design their gift using an iPad and then make mock-ups using textiles to help bring their ideas to life. Pupils will be taught how to sew a button on Pupils will select from a range of tools to cut with and sew with to create their piece of work. Pupils will choose the most appealing and | <p>Cooking and Nutrition</p> <p><u>Previous Learning</u> Pupils have discussed healthy foods when exploring healthy snacks</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will learn what be healthy and healthy eating are through teaching, media and looking at the ingredients of food items. Choosing from a range of food items and using their knowledge of healthy food, pupils will design a menu and make a healthy tea for the Tiger (The Tiger who came Tea). Afterwards the pupils will evaluate their choices and identify any changes they would make next time. | <p>Design, Make, Evaluate and Technical Knowledge</p> <p><u>Previous Learning</u> None</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will make a bridge with levers to reveal the troll under the bridge. As a class the pupils will research and evaluate existing bridges and decide which elements will enable them to create a functioning bridge against the design criteria Pupils will follow instructions to create their own functional bridge. Pupils will choose from a range of equipment, the tools needed to make a bridge | <p>Design, Make, Evaluate and Technical Knowledge</p> <p><u>Previous Learning</u> None</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> After reading the Lighthouse Keeper's lunch pupils will build their own pulley system to transport food from the lighthouse As a class the pupils will research and evaluate existing pulley systems and decide which elements will enable them to create a functioning pulley system against the design criteria Pupils will follow instructions to build a lighthouse, basket and pulley system. Pupils will choose from a range of equipment, |

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| | <p><u>Final piece</u> A new, unique sweet for Willy Wonka to sell. This will be an image created on the iPad, through making an example using ingredients and descriptive writing.</p> <ul style="list-style-type: none"> ☛ Pupils will recreate a landmark from their walk around the local area. ☛ Pupils will use a design template to create their landmark explaining their choice of features and materials that they will use. ☛ Pupils will use their design and build the feature using a range of materials that best represent the feature and as a class recreate the path, they took on the local walk. <p><u>Final piece</u> A recreation of the landmarks found on the pupil's local walk.</p> | <p>etc) most suitable for their dinosaurs features and be able to justify their choice.</p> <ul style="list-style-type: none"> ☛ Pupils will use a range of tools for cutting and modelling and finishing to create their dinosaur <p><u>Final piece</u> A life-size model of a new species of dinosaur.</p> | <p>practical materials to create their flower.</p> <p><u>Final piece</u> A gift for someone special (a felt flower stitched on to a hessian background by sewing a button on)</p> | <ul style="list-style-type: none"> ☛ Whilst exploring what healthy food is, pupils will identify where food comes from. <p><u>Final piece</u> An alternative healthy lunch for the Tiger that came to tea.</p> | <ul style="list-style-type: none"> ☛ Pupils will choose materials that will meet the criteria and be the most suitable to build a functioning bridge. ☛ Pupils will explore and use levers to lift the bridge to reveal the troll. ☛ Pupils will evaluate their product and discuss ways they could improve it should they repeat the lesson <p><u>Final piece</u> A functioning lever bridge.</p> | <p>the most appropriate tools needed to make the lighthouse and basket</p> <ul style="list-style-type: none"> ☛ Pupils will choose materials that will meet the criteria and be the most suitable to create a functional and operational pulley system. ☛ Pupils will explore and use a pulley system to transfer an item from one place to another. ☛ Pupils will evaluate their final product and discuss ways they could improve it should they repeat the lesson <p><u>Final piece</u> A functioning pulley system transferring items from the lighthouse to the child</p> <p><u>What we will learn:</u></p> <p>In the school's annual Design Technology competition, pupils will be challenged to design and make a complex structure that can hold a given weight, using only the materials provided</p> <ul style="list-style-type: none"> ☛ As a class the pupils will research and evaluate different structure types that hold weight ☛ Pupils will design a simple structure based on a design criterion and show their design through drawings and presenting these on flipgrid. ☛ Pupils will choose from a range of equipment, the most appropriate tools needed to build their design ☛ Pupils will choose materials that will meet |
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| | | | | | | <p>the criteria and be the most suitable to create a study and strong structure.</p> <ul style="list-style-type: none"> ☛ Pupils will test their products before the competition and evaluate their design, making amendments exploring how to make it stronger and more stable. <p><u>Final piece</u> A structure that supports a given weight</p> |
| Residential/ Trips | <ul style="list-style-type: none"> ☛ Walk around local area ☛ Visit from people who help us e.g. school nurse. ☛ History of school – visitor, what was it like in 1960's? ☛ M&M Treasure Island ☛ Harvest Festival | <ul style="list-style-type: none"> ☛ Nativity ☛ Pantomime | | ☛ Hammerton Safari Park | ☛ St Mary's Church visit | ☛ Hunstanton |
| PE | <p style="text-align: center;">Football</p> <p><u>Previous learning:</u> The pupils have had access to balls in the EY garden and in the playground. Some of the children have taken part in Football club after school. Every child has been taught how to show respect and play fair in team games, across the whole of the curriculum.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will develop the ability to strike and stop the ball ☛ Pupils will run, jog and sprint with speed, control and co-ordination ☛ Pupils will be taught to participate in team games, displaying respect and fair play ☛ Pupils will know the importance of keeping the ball close and under control in football. | <p style="text-align: center;">Gymnastics</p> <p><u>Previous learning:</u> The pupils have had the opportunity in early years to use stilts to help them practise balancing.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will practise balancing with control ☛ Pupils will be shown how to link movements ☛ Pupils will have the opportunity to use equipment, and be shown how to do so safely • Pupils will develop knowledge of gymnastic balances and the names for them | <p style="text-align: center;">Dance</p> <p><u>Previous learning:</u> The pupils used '5 a day' every morning when they were in early years to help develop and understand the beat and rhythm. The pupils now have the opportunity to dance to the rhythm in their 'Charanga' music lessons.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils learn to repeat some simple sequences of movements ☛ Pupils respond to commands (freeze) ☛ Pupils exercise accurate changes of direction, level and speed whilst moving around ☛ Pupils will create their own movements ☛ Pupils develop co-ordination | <p style="text-align: center;">Multi-Skills</p> <p><u>Previous learning:</u> The pupils took part in a multi-skills event last year and have continued to build on these skills through their PE lessons this academic year.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will master basic movements including running, jumping, throwing and catching ☛ Pupils will practise balancing with control ☛ Pupils develop agility ☛ Pupils develop coordination ☛ Pupils will be taught to participate in team games, displaying respect and fair play ☛ Pupils will throw and catch with some accuracy ☛ Pupils will develop ability to strike the ball | <p style="text-align: center;">Athletics</p> <p><u>Previous learning:</u> The pupils have developed some good co-ordination skills in their previous PE lessons which will support them in completing athletic challenges with more confidence.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will understand how they can use their body to maximise their performance ☛ Pupils will develop the ability to move at different pace ☛ Pupils will develop the ability to jump from standing ☛ Perform a variety of throws with basic control ☛ Pupils will master running ☛ Pupils will master jumping | <p style="text-align: center;">Striking and Fielding- Team Games</p> <p><u>Previous learning:</u> The pupils have been learning to work together fairly in sports over the last few months. They will use the skills they have developed to participate in a variety of team games which will exercise their new physical skills.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will throw and catch with some accuracy in isolation ☛ Pupils will develop agility ☛ Pupils will develop co-ordination ☛ Pupils will develop ability to strike the ball ☛ Pupils will be taught to participate in team games, playing fair whilst working well with others |

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| | <ul style="list-style-type: none"> Pupils will be encouraged to reflect on the effect exercise has on their bodies | | | | <ul style="list-style-type: none"> Pupils will develop balance Pupils will develop agility Pupils will develop co-ordination Pupils will participate in team games | <ul style="list-style-type: none"> Pupils will understand how to work together as a team |
| Music | <p style="text-align: center;">Hey you!</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Hey you! By Joanna Mangona Me, Myself and I by De La Soul The Fresh Prince of Bel Air by DJ Jazzy Jeff and the Fresh Prince Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC <p>What the pupils will learn: By listening to a range of songs from various genres of music, the pupils will:</p> <ul style="list-style-type: none"> Learn the difference between pulse, rhythm and pitch Learn to sing, play, improvise and compose, by using their voices to sing songs, chant and speak rhymes. Listen to and appraise different genres of music – this term's focus is hip hop. Identify instruments in the songs by listening with concentration to songs. | <p style="text-align: center;">Rhythm in the way we walk and banana rap</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Rhythm in the Way We walk by Joanna Mangona The Planets Mars by Gustav Holst Tubular Bells by Mike Oldfield Banana Rap by Jane Sebba Happy by Pharrell Williams When I'm 64 by The Beatles <p>What the pupils will learn: By listening to a range of songs from various genres of music, the pupils will:</p> <ul style="list-style-type: none"> Listening with concentration, then appraising different styles of music (Reggae and Hip-Hop) Learning the difference between pulse, rhythm and pitch Flexible games Learning to sing the song, using their voices to sing, chant and speak rhymes. Identifying the instruments used Use instruments to combine sounds using different dimensions. | <p style="text-align: center;">In the groove</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> How Blue can you get by BB King Let the bright Serphaim by Handel Livin' la vida loca by Ricki Martin Jai Ho by J.R Rahman Lord of the Dance by Ronan Hardiman Digging on James Brown by Tower of Power <p>What the pupils will learn: Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Vocal warm-ups Flexible games Learn to sing 6 songs in 6 different styles - singing, chanting, speaking. Use instruments with the song - play instruments musically. | <p style="text-align: center;">Round and round</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Round and Round by Joanna Mangona Livin' la vida loca by Ricki Martin The Imperial March by John Williams It Had to Be Better Tonight by Michael Buble Why Don't You by Gramaphonedzie Oye Como Va by Santana <p>What the pupils will learn: Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Vocal warm-ups Flexible games Learning to sing through singing, chanting and speaking. Playing instruments with the songs Improvisation | <p style="text-align: center;">Your imagination</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Your imagination Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka and the Chocolate Factory Daydream believer Rainbow Connection from The Muppet Movie A Whole New World from Aladdin <p>What the pupils will learn: Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Vocal warm-ups Flexible games Learning to sing through singing, chanting, speaking. Playing instruments with the songs Improvisation Composing - create sounds using instruments and voices. | <p style="text-align: center;">Reflect, rewind and replay</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> A song before sunrise The Firebird by Stravinsky The Bird by Sergei Prokofiev Grand March from Aida by Giuseppe Verdi Bolero by Maurice Ravel The Lamb bu John Tavener <p>What the pupils will learn:</p> <ul style="list-style-type: none"> Listen to classical music Continue to embed the foundations of interrelated dimensions of music using voices and instruments Singing Playing instruments with songs - combining sounds as a group/class Improvisation Composing - create sounds using instruments and voices. Performing |

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| Computing | Using technology and the internet safely | Using technology and the internet safely | Using technology and the internet safely | Using technology and the internet safely | Coding: Blue-Bots | Coding: Blue-Bots |
| | <u>What we will learn:</u> | <u>What we will learn:</u> | <u>What we will learn:</u> | <u>What we will learn:</u> | <u>What we will learn:</u> | <u>What we will learn:</u> |
| | <ul style="list-style-type: none"> <p>» Exploring Technology Pupils will be able to say what we use technology for, at home and in school. They will have the opportunity to use iPads, laptops and Beebots to build on previous skills of exploring technology through play, whilst discovering the different features – on/off button, volume etc.</p> | <ul style="list-style-type: none"> <p>» Technology for Purpose The pupils will understand that information technology can be used for multiple purposes, at home and at school - to make videos, to communicate, to record information, to find information, etc.</p> | <ul style="list-style-type: none"> <p>» Safe searching The pupils will use a search engine to search for facts about animals. They will continue to learn skills for safe searching and reporting concerns.</p> | <ul style="list-style-type: none"> <p>» Technology for sharing Pupils will create digital content independently. They will record videos on Flipgrid to answer a question or share their understanding. Considering how to behave when presenting themselves online.</p> | <ul style="list-style-type: none"> <p>» PowerPoint Pupils will learn to create digital content in the program PowerPoint to present their learning about famous artists. Inserting text boxes to type information and changing the background colour.</p> | <ul style="list-style-type: none"> <p>» Coding the World Pupils will begin to develop their own algorithms to code their Bluebot to different parts of the map.</p> |
| | <ul style="list-style-type: none"> <p>» Flipgrid Pupils will be able to respond to a video on Flipgrid. They will watch a video which poses a question, discuss the answer with the class and then respond. This skill will be transferable and developed across the curriculum.</p> | <ul style="list-style-type: none"> <p>» Safe Sites Pupils will explore Student Launchpad recognising school approved websites and managing passwords. Pupils will be able to identify features which suggests a website is safe for them to access e.g. the safe site padlock.</p> | <ul style="list-style-type: none"> <p>» Microsoft word The pupils will learn the purpose of Microsoft Word. Developing key features such as font size and how to open a word document. Pupils will create fact files using word to record information.</p> | <ul style="list-style-type: none"> <p>» Excel Pupils will learn to open an Excel document and create a spreadsheet to record scientific data from growing a plant.</p> | <ul style="list-style-type: none"> <p>» Safe searching for images The pupils will use a search engine to search for images about Van Gogh and Constable to import into their PowerPoint. They will continue to learn skills for safe searching and reporting concerns.</p> | <ul style="list-style-type: none"> <p>» Debugging Pupils to use coding cards to build an algorithm and with support recognise a bug in the programming. With support pupils will begin to debug.</p> |
| | <ul style="list-style-type: none"> <p>» Laptop basics Pupils will be able to log into airhead and Education city with little support using the iPads/laptops.</p> | <ul style="list-style-type: none"> <p>» Email Pupils will explore the Email App and set up their Email. They will learn how to open an email from their teacher and open a link. Pupils will also learn to recognise the importance of never opening an email from someone they don't know and reporting anything they are unsure of.</p> | <ul style="list-style-type: none"> <p>» Keyboard skills Pupils will use the space bar, a full stop button and backspace when writing sentences on a laptop/iPad. These skills will continue to be developed throughout the curriculum.</p> | <ul style="list-style-type: none"> <p>» Presenting data Using the Excel program pupils will use their gathered scientific data and present it in a simple chart. Pupils will begin to recognise a wider variety of ways technology can be used purposefully.</p> | <ul style="list-style-type: none"> <p>» What is an algorithm Pupils will understand what the term algorithm means. Pupils will learn that programs execute by following precise and unambiguous instructions. They will work within the context of following instructions for creating an image.</p> | <ul style="list-style-type: none"> <p>» Logical Thinking Pupils will develop their logical thinking by predicting the destination of the Bluebot, from an algorithm and testing their theories.</p> |
| | <ul style="list-style-type: none"> <p>» Staying safe online Through discussions, pupils will know what to do should they come across something inappropriate or have concerns regarding something they have seen online</p> | <ul style="list-style-type: none"> <p>» Virtual Reality Pupils will learn how to independently put on the VR headsets and use them to explore different objects and environments. Pupils will begin recognising the differences between reality and virtual reality.</p> | <ul style="list-style-type: none"> <p>» Inserting in Word Pupils will have an understanding of how to insert an image onto a word document from a shared folder</p> | | <ul style="list-style-type: none"> <p>» Bluebot Coding Art Pupils will continue to build on their understanding of algorithms. They will input given algorithms in to the Bluebot devices, to create images using the Bluebot devices.</p> | |
| <ul style="list-style-type: none"> <p>» Trusted Adult Pupils to identify their trusted adult in school to report to if they are concerned or worried about anything. Pupils to be made aware of OSC and Online Safety Coordinator.</p> | | | | | | |

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| RE | <p>Christianity-Sense of belonging AT1- Who is Jesus? AT2- How was Jesus a good leader?</p> <p><u>Previous learning</u> Pupils have learnt through the nativity, that Christians celebrate Christmas because that is when Jesus Christ was born.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will learn who Jesus is and how was he a good leader. ☛ Pupils will discuss who is special to them, and then this will be linked to how Jesus is special to Christians. ☛ Pupils will write adjectives to describe what Jesus was like highlighting what made him a good leader. ☛ Pupils will learn facts about Jesus - who he was, where he lived, what he looked like, why he was special, and what others thought about him. ☛ Pupils will be given examples of the things Jesus did whilst he was alive and have the opportunity to decide what sort of person he was. | <p>How and why do people celebrate Birthdays? AT1- How do Christians celebrate birthdays? AT2- Why do people celebrate birthdays?</p> <p>What is Christmas and Advent?</p> <p><u>Previous learning</u> Pupils are aware that Christians celebrate Christmas because that is when Jesus Christ was born.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will learn about Hanukkah and who celebrates this festival through media, presentations and discussions of their personal experiences. ☛ Pupils will learn about what Hanukkah is, why it is celebrated and who it is celebrated by. ☛ Pupils will be encouraged to answer the questions: How and why do Christians celebrate birthdays? They will then be asked at the end of the journey and encouraged to answer and discuss with peers, using their new knowledge. ☛ Pupils will learn about why people celebrate birthdays through discussions about their own experiences and those of others. ☛ Pupils will learn about how Christians celebrate birthdays, and it will be linked to the birth of baby Jesus – gathering people together, the giving of gifts, etc. | <p>The birth of a baby- Why is it important to recognise the birth of a baby? AT1- What happens when a baby is born? What is the meaning of Easter? AT2- What do Christians do when a baby is born?</p> <p><u>Previous learning</u> Pupils associate Easter with new life – lambs, chicks, etc. They are also aware that Jesus died at Easter, on the cross.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will be asked, what is the meaning of Easter? and given the opportunity to discuss their ideas. ☛ Pupils will begin to talk about and find meanings behind Easter and Christian beliefs through books, media and personal experiences. ☛ Pupils will express their own ideas and experiences creatively, respecting and listening to the views of others too ☛ Pupils will learn why Easter is celebrated by Christians and how they celebrate. They will be able to make links between Easter and spring – new beginnings, new life. ☛ Pupils will then explore What Christians do when a baby is born, celebrating new beginnings. | <p>The bible- Why is the bible important? AT1- What is the bible? AT2- Why is the bible important?</p> <p><u>Previous learning</u> Pupils have some understanding that the bible is used by Christians and is a holy book for these people.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will be asked, what is the bible? They will then listen to peers and their views. ☛ Pupils will be able to talk about moral stories from the Bible after listening to some. ☛ Through discussions pupils will be able to say what a bible is, who is it used by and why it is important. ☛ Pupils will begin to talk about other faiths and communities and what they do in comparison to the Christian community. They will do this by discussing their personal experiences and observing presentations to explore other cultures and religions. ☛ Pupils will explore features of the Christian holy book – the Bible, by looking at copies of the Bible and listening to extracts from it. They will understand how the bible is used, and when, and why. ☛ Pupils will have the opportunity to share their own experiences of holy books and make | <p>Church- What makes a church a special place for Christian people? AT1- What is a Church? AT2- Why is a Church important?</p> <p><u>Previous learning</u> Pupils have previously taken part in discussions where they shared their experiences of different religions. Some children talked about having been to a mosque and some others a church.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will be asked what is a Church and why is it important? They will then discuss this amongst their peers and give recounts of their personal experiences. ☛ Pupils will visit a church to find out who goes there, what it looks like, and what events take place when you are there. Pupils will learn why a place of worship is significant in Christianity. ☛ After their visit, the pupils will be able to say what a church is, and who it is used by. ☛ Through previous learning and their learning about Churches and Christianity, pupils will compare a church to other places of worship, that they, or their families may practise at. | <p>Where do they pray? What happens at a Muslim Wedding? AT1- What is a mosque? AT2- How do Muslims celebrate a wedding?</p> <p><u>Previous learning</u> Pupils have previously taken part in discussions where they shared their experiences of different religions. Some children talked about having been to a mosque and some others a church.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Pupils will understand Islam and what it means to be a Muslim through visits from guests, discussing their personal experiences and presentations. ☛ Pupils will be asked what a Mosque is. They will be encouraged to share their ideas and experiences with their peers. ☛ Pupils will watch videos, look at images and listen to experiences of others to understand what a Mosque is and how it is important to Muslims. ☛ Pupils will know where Muslims worship, and how it is similar/different to the that of a church and other place of worship. ☛ From previous and new learning pupils will show an understanding of how people celebrate different aspects within their religion. ☛ Through listening to visitors' personal experiences and looking at their wedding photos, clothes and keepsakes Pupils will understand how |
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| | | | | comparisons between them. | | Muslims celebrate a wedding. |
| PHSCE | <p>Myself and My Relationships: Citizenship</p> <p><u>What the pupils will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will take part in creating a list of rules which will make the classroom and school a safer place ☞ Pupils will describe what a what a good friend means to them ☞ Pupils will compare and contrast family set ups and traditions ☞ Pupils will reflect on the special people in their life, and discuss why they are important ☞ Pupils will gain an insight in the role of a trusted adult, and have the opportunity to decide who their own one is ☞ Pupils will understand that the value of listening to others, and also sharing their own views | <p>Myself and My Relationships: Citizenship Healthy and Safer Lifestyles</p> <p><u>What the pupils will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will explore the different emotions people can feel ☞ Pupils will reflect on what makes them happy/sad/cross ☞ Pupils will learn how their feelings and actions affect others ☞ Pupils will discuss ways in which the school help children to manage their own feelings ☞ Pupils will be able to speak about the role of the trusted adult with confidence ☞ Pupils will understand the difference between the words rude, mean and bullying ☞ Pupils will know what to do if they feel they are being bullied, or have witnessed somebody else being bullied ☞ Pupils will be able to discuss what they are good at, and what they would like to develop – growth mindset ☞ Pupils can suggest ways in which to be healthy | <p>Healthy and Safer Lifestyles Myself and My Relationships</p> <p><u>What the pupils will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will explore other ways to be healthy ☞ Pupils will understand why it is important to be healthy ☞ Pupils will investigate triggers of negative behaviours, and what feelings may be associated with each ☞ Pupils will develop an understanding of risks in the home, and at school ☞ Pupils will know how to keep themselves and others safe | <p>Citizenship Diversity and Communities</p> <p><u>What the pupils will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will understand that there are similarities and differences between them and others ☞ Pupils will have a good sense of themselves, and have an awareness of their own cultures and beliefs | <p>Myself and My Relationships: Managing Change Healthy Lifestyles Personal Safety</p> <p><u>What the pupils will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will gain an insight into managing their own feelings and behaviours in appropriate ways ☞ Pupils will reflect on what helps them feel better when they are hurt ☞ Pupils are reminded of the significance of using their trusted adult ☞ Pupils will discuss the term 'secrets' ☞ Pupils will be able to say who in their life can help to keep them safe | <p>Citizenship: Working Together Rights, Rules and Responsibilities</p> <p><u>What the pupils will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will learn to comment on what they are good at, and what they have observed others do successfully ☞ Pupils will discuss what they are good at, and what they would like to develop – growth mindset ☞ Pupils will understand the important of listening to others ☞ Pupils will explore the positive roles and dynamics in different teams ☞ Pupils will begin to take part in discussions where they have the opportunity to share their views, but also take turns and listen to others. |
| | <p>Love Our Planet - Sustainability</p> <p><u>Previous Learning</u> Pupils have identified the four seasons and changes in weather.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Through exploring and comparing the four | <p><u>Previous Learning</u> Pupils have explored different materials and discussed their appearance and how they feel. Pupils have attended assemblies and had talks about what recycling is and the benefits of this.</p> | <p><u>Previous Learning</u> The children have learnt about what a plant needs to grow and grown their own potatoes.</p> <p><u>What we will learn</u></p> | <p><u>Previous Learning</u> The pupils have identified a variety of animals.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils through research and investigation will | <p><u>Previous Learning</u> Pupils have explored the different materials, their features and also discussed if they think they can be recycled.</p> | <p><u>Previous Learning</u> The pupils have identified the different types of animals and what they need to survive and some of the threats they face. Pupils have also learnt about</p> |

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| | <p>seasons pupils will discuss the changes in the weather in Autumn over time. Global warming will be introduced and the causes and impact of global warming on the seasons.</p> <p>Pupils will walk around the local area identifying the local features. Along the way children will pick up litter to protect and care for the environment and discuss this upon their return. The impacts of pollution will be explored using media.</p> | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring and comparing the four seasons pupils will discuss the changes in the weather in winter over time. Global warming and its causes and impacts will be discussed. Pupils will explore and compare the properties of a variety of materials (for example, wood, metal, plastic, fabric, glass) of materials. Children will be investigating recycling and the benefits of this. Pupils will sort materials into those that can be and those that can't. Alternatives will also be discussed | <ul style="list-style-type: none"> Through exploring and comparing the four seasons pupils will discuss the changes in the weather in spring over time. Global warming and its causes and impacts will be discussed. <p>Pupils will identify the parts of a plant, including seeds and what they need to grow. The function of plants will be explored and the importance of planting. The classes will plant their own tree and sustainability of the environment will be discussed.</p> | <p>identify the different types of animals, what they need to survive and explore the different habitats of animals. They will look at their location, and their features to shelter the animals.</p> <ul style="list-style-type: none"> Pupils will also explore dangers that animals are facing such as deforestation and global warming and the impact this is having upon those habitats and the roles, they will play in this. Presentation from Teacher on the role the WWF plays to protect animals using media and sponsorship materials. | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will continue their learning of materials and select the most appropriate material to build a bridge. Pupils will explore the advantages and disadvantages of each and design and create their own bridge for the three billy goats to cross. During this time pupils will explore plastic and how this has been used in the past and the impact this has had on our environment. This will be reinforced through media (videos and Newsround) | <p>the different geographical features.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will have a class debate on plastic. One group for the use of plastic and one group against. Pupils will research and investigate through media and interviews. After a trip to the SeaLife centre and the beach, pupils will create a collage from what they found on the beach. Pollution will be explored and pupils will present back their findings from their day from both the SeaLife centre and observation on the beach. Pupils will also use their experience to identify animals that live in the ocean and what they need to survive and how we can protect them for future generations. Posters will be made to inform other pupils across the school. |
| <p>Careers and Employability</p> | <ul style="list-style-type: none"> Character Counts Week Continuous provision of different occupations to explore | <ul style="list-style-type: none"> Anti-Bullying Week Children in Need Continuous provision of different occupations to explore | <ul style="list-style-type: none"> All About Me Week Continuous provision of different occupations to explore | <ul style="list-style-type: none"> STEM Science Week Continuous provision of different occupations to explore | <ul style="list-style-type: none"> National Careers Week Inspiring Peterborough Week Continuous provision of different occupations to explore | <ul style="list-style-type: none"> Re Draw the Balance Continuous provision of different occupations to explore |

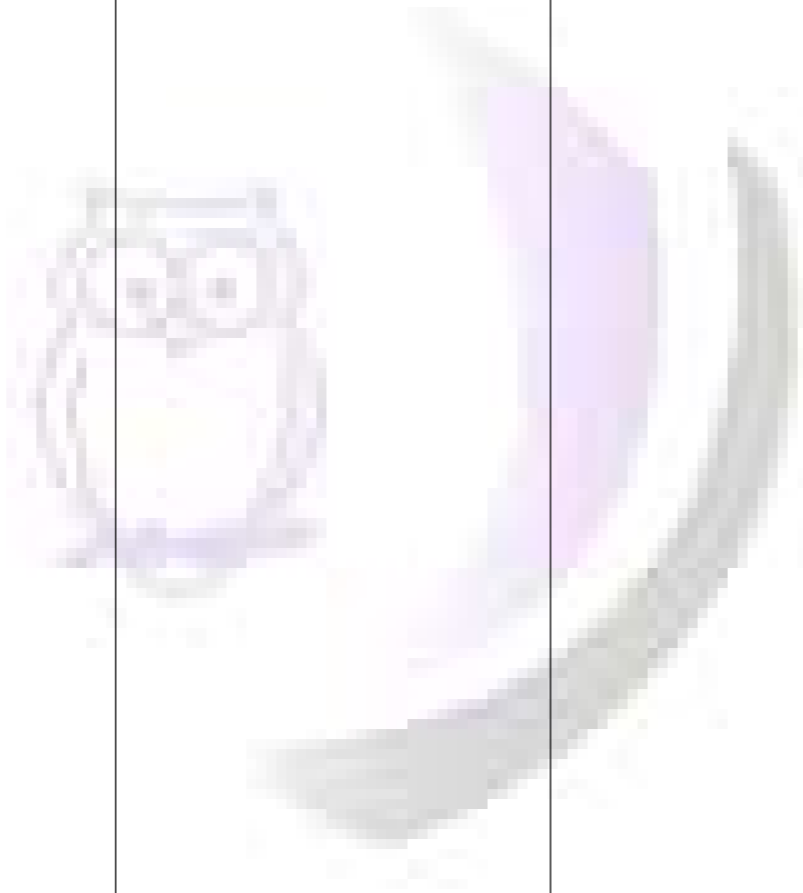


Year 2


| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | <i>Discovering London</i> | | <i>All Creatures Great and Small</i> | | <i>Exciting Explorers</i> | |
| Subject Focus | Geography / Paddington Bear | History / Great Fire of London | Science | | Science/ Geography | |
| Overview | <ul style="list-style-type: none"> Find out about London Tube timetables/ maps Advertising River Thames/cities Landmarks Railways and stations | <ul style="list-style-type: none"> Great fire of London Samuel Pepys Christopher Wren Charles II | <ul style="list-style-type: none"> Just so stories (Tinga tales) Plants Animal Habitats | | <ul style="list-style-type: none"> Neil Armstrong Christopher Columbus | |
| Book Suggestions | <ul style="list-style-type: none"> Paddington | <ul style="list-style-type: none"> Great Fire of London Vlad and the great fire of London | <ul style="list-style-type: none"> The Last Wolf Animal Riddles The Owl Tree The Owl Who Was Afraid of the Dark | | <ul style="list-style-type: none"> One Giant Leap Whatever Next Jill Murphy | |
| Science | <p>Uses of everyday materials</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Pupils can identify and sort different materials according to their physical properties and discuss the differences and similarities. Pupils can name materials and their properties. Pupils can sort different materials based on their physical properties. Pupils can compare and group the variety of materials <p><u>What we will learn</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will identify and compare the suitability of variety everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Pupils will describe which materials are waterproof, absorbent non-absorbent, bendy not bendy, opaque, transparent, rough, smooth, shiny, dull stretchy, stiff, hard and soft. Pupils will find out how the shapes of solid objects made from some materials that can be changed by squashing, bending, twisting and stretching. Pupils will visit Nene Valley Railway as part of their trip to explore the variety of materials used for different aspects of the railway station beyond a train. | | <p>Living things and their habitats Animals including humans</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Pupils can name variety of common animals Pupils can identify and name a variety of common animals that are carnivores, herbivores and omnivores Pupils can describe and compare a variety of animals Pupils can label the parts of human body <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Pupils will explore and compare the differences between things that are living, dead, and things that have never been alive. Pupils will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Pupils will identify and name a variety of plants and animals in their habitats, including micro-habitats Pupils will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain | | <p>Plants</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Pupils will be able to identify and label some common wild and garden plants, through learning walks and presentations. Pupils will be able to describe the basic structure of plants and trees and label the parts of the plant. Pupils will learn what a plant needs to grow and use this knowledge to grow their own plant. Pupils will continue to develop their understanding of Deciduous and Evergreen trees and note changes across the seasons. <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Pupils will observe and describe how seeds and bulbs grow into mature plant Pupils will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Enquiry:</p> <ul style="list-style-type: none"> What are the different parts of a plant? What do all plants need? What is the best condition for a plant to grow successfully? | |

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| | <p>Enquiry:</p> <ul style="list-style-type: none"> What are the different uses for the different materials? Which materials are absorbent? Which materials are bendy, opaque, rough, transparent etc? Which materials are most suitable for different objects? How can a material change its shape through bending, squashing, twisting and stretching? <p>Working Scientifically:</p> <ul style="list-style-type: none"> Ask simple questions about different materials and recognise that they can be answered in different ways Observing closely using simple equipment to carry out experiments about suitability of different materials. Performing simple tests to test out ideas, such as creating a boat to allow Paddington to travel across the River Nene and to think about the most suitable material to use to mend a broken bucket to help put out The Great Fire of London. Describe the suitability different materials linked to their properties. Using their observations and ideas to suggest answers to questions Record findings using simple scientific language and drawings. | <ul style="list-style-type: none"> Pupils will identify and name different sources of food, linking to the life cycles of the animals from the story 'The Last Wolf' by Mini Grey. Pupils notice that animals, including humans, have offspring which grow into adults. Pupils find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Pupils describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Enquiry:</p> <ul style="list-style-type: none"> How do we know if an animal is living or dead? How can we group the different living things? How does a food chain work? Why is it important for humans to exercise and eat the right amounts of different foods? <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions about human/animal life cycles and diets. Children recognising that they can be answered in different ways Observing closely using simple equipment about the conditions of plants for life and growth. Explore different animals/ human life cycle and what they eat. Perform simple tests to explore the best conditions to grow plants effectively. Identifying and classifying different species into carnivore, herbivore and Make systematic and careful observations (such as finding and recording which microhabitats house different minibeasts) and take accurate measurements using standard units, using a range of equipment. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. For example they will be recording information in and tally and then using pictogram to record their findings. Report on findings from enquiries, including oral and written explanations Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | <p>Working scientifically</p> <ul style="list-style-type: none"> Asking simple questions about plant life cycle and recognising that they can be answered in different ways Observing closely how a plant grows in different conditions and using simple equipment to test their questions. Performing simple tests to find out the best conditions for plant growth. Identifying and classifying different types of plants. Explore and carry out experiments of the requirements of plants for life and growth and how they vary from plant to plant Investigate the way in which water is transported within plants . Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. using their observations and ideas to suggest answers to questions to investigation questions. Gathering and recording data to help in answering questions about suitable conditions for plant growth. | |
| <p>History</p> | | <p>Great Fire of London</p> <p><u>Previous Learning</u> In Geography, pupils have learnt about London today. They know some similarities and differences with Peterborough. They have learnt about different</p> | | <p>Famous Explorers</p> <p><u>Previous Learning</u> Children have learnt about the world, 7 continents, and oceans. They have read stories about going into space/going to the moon.</p> <p><u>What we will learn</u></p> |

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| | | <p>types of travel to, and around London and key landmarks.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils learn when the fire of London happened, the time sequence of events and how it ended. • Pupils learn about significant individuals such as King Charles II, Samuel Pepys and Sir Christopher Wren. • Pupils will learn about why King Charles II, Samuel Pepys and Sir Christopher Wren are important to the understanding of the Great Fire of London. • Pupils will learn about what life was like for ordinary people in the 17th Century. Pupils will then compare their jobs to today's jobs. • Pupils will compare and contrast firefighting from the 17th century to now. | | | <ul style="list-style-type: none"> • Pupils will find out about the lives of Neil Armstrong and Christopher Columbus and understand their contribution to the world today. • Pupils will identify when they made their discoveries and what life was like before. • Pupils will use different historical resources to understand how we know it really happened. • Pupils will compare Neil Armstrong and Christopher Columbus and understand what is the same and what is different between them. • Pupils will create questions which they would like to ask both Christopher Columbus and Neil Armstrong. |
| <p>Geography</p> | <p><i>The United Kingdom and their capital cities. Using maps, compasses and directional language to reach a destination</i></p> <p><u>Previous Learning</u> Children have learnt in Year 1 about Peterborough as a town where they live.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Through the eyes of Paddington Bear, pupils will use maps and atlases to find London. • Pupils will name and locate the capital cities of the countries of UK. What is a capital city? • Use simple compass directions (north, south, East, West) and | | | | <p><i>Continents, Countries and oceans Compare weather patterns and the four seasons Explore the similarities and differences between journeys to explore New Worlds</i></p> <p><u>Previous Learning</u> Children have learnt about the 7 continents, and weather patterns relating to the poles and equator. Children know that the world is a sphere.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • We will learn about the explorers Christopher Columbus and Neil Armstrong. We will compare their journeys, how they knew where they were going, and the impact of their discoveries on what we know today. • Use world maps, atlases and globes to track Christopher Columbus's journey to the new world. Identifying continents, countries and oceans. • Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. |

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| | <p>directional language to direct Paddington to our classroom.</p> <ul style="list-style-type: none"> Through research, pupils will explore key landmarks in London houses of parliament, St Paul's, Paddington station, London eye and present their findings on a map. Pupils will use the internet and books to identify key similarities and differences between London and Peru through studying the daily diary of a child in Peru. Identify and compare seasonal and daily weather patterns in the United Kingdom and Peru and present this in a table. To understand basic subject specific vocabulary relating to human geography e.g. City, town, village, port, shop, factory, To understand basic subject specific vocabulary relating to physical geography e.g. River, sea, ocean, weather, forest, We will use simple field work and observational skills to study the geography of the school and its grounds and create a map for Paddington bear to visit the school. | |  | | <ul style="list-style-type: none"> We will research how Christopher Columbus knew where he was going without a map. We will include our knowledge of compass skills and directional language We will learn about what is the same / different in the planning undertaken for these two epic voyages? Identify seasonal weather patterns and location of hot / cold areas of the world that he had to plan for (e.g. Equator, north/south poles) |
| <p>Art</p> | <p style="text-align: center;">Mark Making</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Pupils learnt to control pressure when using drawing implements to create lighter and darker tones and marks, such as sketching. Pupils recognized that drawing shows some detail inside of line. | <p style="text-align: center;">Painting and Colour</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Pupils experimented with different brush sizes and control marks made with a range of materials when painting their dot based on the story of The Dot by Peter H. Reynolds. | <p style="text-align: center;">Sculpture</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Pupils collected collage materials from nature to form a landscape Pupils created a clay model of a sweet when learning about what is going on around them. | | |

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| | <ul style="list-style-type: none"> ☛ Pupils used of thick felt tip pens and chalks to make marks in various shapes. ☛ Pupils shaded with coloured pencils. ☛ Pupils explored using their imagination to create marks and patterns on their papier mâché dinosaurs. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils explore various methods of mark making, swirls, lines and different patterns to create marks to show the Great Fire of London. ☛ Pupils will develop applying their pressure when creating lighter or darker tones and marks to show the fire. ☛ Pupils to use pencils, hard and soft crayons, felt-tips, charcoal and chalk to explore the previous methods. ☛ Pupils will develop their colour mixing and blending skills when painting a landscape of London landmarks. ☛ They will develop their drawing of lines in thickness, direction and shaping. ☛ Pupils will develop their pattern drawing skills for details on the buildings. ☛ They will learn how to space out their drawings in order to show a good understanding of building a picture as a complete piece. ☛ Pupils will understand how to reflect on their work and to decide how they could improve it. ☛ Pupils will experiment with their paint thickness and dabbing to explore different painting textures. They will also have the choice of varying their painting surfaces for different effects such as using textured wallpaper to create different patterns. <p><u>Final Piece</u> Draw a Great Fire of London landscape using swirls and lines</p> | <ul style="list-style-type: none"> ☛ Pupils identified painting equipment and paint brushes when using water colour paints. ☛ Pupils recorded and explored ideas from first-hand observations of animal footprints and identified how to improve their work to develop it when improving their dot. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will develop their brush control and will use powder paint to add colour to their woodland scene. ☛ Pupils will understand how to measure paint and mix the paint needed. ☛ Pupils will understand colour mixing of the powder paint to create variations of secondary colours to add a range of colour to their pictures. ☛ Pupils learn to paint neatly and carefully, without leaving gaps or messy edges. ☛ Pupils will Study the work of Mini Grey and use elements of it to influence their own work. Have opportunities to work from imagination, such as inventing or creating fictitious things and places. ☛ Study famous works of Mini Grey learning how and when they were made. They describe the content, feelings & emotions conveyed by the work to a more competent level. ☛ Pupils will compare Mini Grey's woodland illustrations with Axel Scheffler's illustrations from Stickman. They will share their understanding of the similarities and differences between the artists' work. Pupils will then link their techniques and use of colour to their own designs. <p><u>Final Piece</u> Woodland scene re-created from The Last Wolf</p> | <ul style="list-style-type: none"> ☛ Pupils used clay carving tools in appropriate and safe ways (sculpture). ☛ Pupils designed and structured a 3D dinosaur sculpture from clay. <p><u>Pupils will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will explore various materials considering the tools of the time and reason for creating collage art. ☛ They will explore different mediums to create space sculptures. ☛ Pupils will begin with sketching shapes, designing their alien and decide on the key features they will need. ☛ They will choose man-made and natural objects to experiment with patterns. ☛ Pupils will use various textures to create patterns to create a 3D effect. ☛ Through this they will learn to use different techniques to measure and shape their sculptures. <p><u>Final Piece</u> Clay alien for outer space life with a variety of textures created with a range of tools that will inflict patterns.</p> |
| DT | <p style="text-align: center;">Design, Make, Evaluate Cooking and Nutrition</p> <p><u>Previous Learning</u> The pupils have designed and created a sweet wrapper. They used a range of materials when junk modelling. They also used clay to make diva lamps for Diwali.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will design purposeful, functional houses for a re-enactment of the Great-Fire of London based on a design criteria ensuring it fits the specification of houses at the time. ☛ Pupils will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology such as Paint Pro. ☛ Pupils will follow their instructions to create their 3d models of their houses. ☛ Pupils will select from a range of junk modelling materials and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) | <p style="text-align: center;">Design, Make, Evaluate</p> <p><u>Previous Learning</u> Pupils have learnt basic sewing skills such as threading a needle and using a basic stitch to sew a button on creating a gift for someone special.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will explore and evaluate a range of existing puppets, selecting the best features. ☛ Pupils will design a functional, appealing puppet for themselves based on a given design criteria. ☛ Pupils will use IT apps to generate and generate their ideas, following a criteria ☛ Pupils will generate and communicate their ideas and end product using Flipgrids. ☛ Pupils will select from and use a range of tools for cutting, shaping, sewing and finishing to make their puppet. ☛ Pupils will select from and use a wide range of materials and components and textiles such as felt, needles, wool and buttons most suitable for their puppets ☛ Pupils will evaluate their ideas and products against design criteria to show an understanding of the selection of | <p style="text-align: center;">Design, Make, Evaluate, Technical Knowledge</p> <p><u>Previous Learning</u> The pupils have learnt how to use a variation of materials and equipment to build a bridge with a lever and they have created a pully system.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will design an appropriate and functional car based on design criteria ☛ Pupils will explore and evaluate a range of existing products (toys, models and real-life cars) with peers, to share ideas that would work and would not work ☛ Pupils will research the physical features of a car and evaluate which are the best ones to make the best car. ☛ Pupils will explore using wheels and axles through research and design and use them to make their product functional ☛ Pupils will generate, develop, model and communicate their ideas through talking and presenting their future car in whole class presentations. ☛ Pupils will select from and use a range of tools and equipment to cut, shape and join parts of their car |

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| | <ul style="list-style-type: none"> Select from and use a wide range of materials (recycled materials) and components, including construction materials to build house for The Great Fire of London Pupils will explore and evaluate a range of existing products that are appropriate to build a house for The Great Fire of London. This will include exploring the properties of materials that were used to build houses during the time of the Great Fire of London and compare them to materials used today (the pupil's homes) and discuss their suitability for purpose. Pupils will evaluate their ideas and final products against their design criteria and peers' feedback. <p><u>Final piece</u> A house for The Great Fire of London for re-enactment.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will research the principles of a healthy and varied diet (discussing nutritional value) and compare and evaluate this against Paddington's diet. Pupils will research healthy alternative sandwich fillings and understand where these ingredients come from. Pupils will design a healthy sandwich for Paddington and write instructions for making it Pupils will generate favourite sandwich fillings by conducting a survey and creating tallies. They will select from and use a wide range of materials and ingredients to make sandwiches to feed Paddington, according to their characteristics. Pupils will evaluate their final products against a design criteria and discuss the health benefits of their sandwich versus Paddington's Marmalade sandwich. <p><u>Final product</u> A healthy alternative sandwich for Paddington</p> | <p>materials. They will assess whether it met the criteria and discuss what they would change if they made a puppet again.</p> <p><u>Final piece</u> A hand puppet, linked to the core text</p>  | <ul style="list-style-type: none"> Pupils will select from and use a wide range of materials and components, including construction materials according to their characteristics for the car to work effectively. Pupils will evaluate their ideas, features of the car and products against their original design criteria and discuss ways they would amend if they made the car again <p><u>Final piece</u> A functional model car.</p> <p><u>What we will learn</u></p> <p>In the school's annual Design Technology competition, pupils will be challenged to design and make a simple structure that can hold a given weight, using only the materials provided.</p> <ul style="list-style-type: none"> As a class the pupils will research and evaluate different structure types that hold weight Pupils will design a simple structure based on a design criteria and show their design through drawings and presenting these on flipgrid. Pupils will choose from a range of equipment, the most appropriate tools needed to build their design Pupils will choose materials that will meet the criteria and be the most suitable to create a study and strong structure. Pupils will test their products before the competition and evaluate their design, making amendments exploring how to make it stronger and more stable. <p><u>Final piece</u> A structure that supports a given weight</p> | | |
| Residential/ Trips | <ul style="list-style-type: none"> M & M performance – Treasure Island Nene Valley Railway Pantomime Character counts – team building - Martin Warring - outdoor learning | <ul style="list-style-type: none"> Ramsey Raptor Centre Pets at home Church visit | <ul style="list-style-type: none"> Visitor with space planetarium | | |
| PE | <p>Invictus Games</p> <p><u>Previous learning:</u> The pupils have used the fundamentals of movement to achieve success in competitive games. They developed by showing fair play and respect for others. They have had opportunities to pass ball and keep control over it through working together as a team.</p> | <p>Gym</p> <p><u>Previous learning:</u> The pupils have demonstrated some changes of direction, level and speed and copy basic movements with some control. Have experienced developing movements such as jog, sprint, hop, weight on hands, balance and coordination.</p> | <p>Health</p> <p><u>Previous Learning:</u> The pupils can describe the effect exercise has on the body.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Describe the effect exercise has on the body Explain the importance of exercise and a healthy lifestyle. | <p>Dance</p> <p><u>Previous learning</u> Pupils can repeat some simple sequences of movement and respond in correct manner to commands (Inside, Outside, Freeze etc). They can demonstrate changes of direction, level and speed</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Repeat and perform simple sequences of | <p>Athletics/Striking and Fielding</p> <p>Athletics</p> <p><u>Previous learning:</u> Pupils have developed their knowledge of how they can use their body to maximise performance. They have developed abilities to run at different speeds, jump from standing and perform a variety of throws with basic control.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Develop knowledge of how they can use their body to maximise performance |

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| | <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Use fundamentals of movement to achieve success in competitive environment, individually and as a team With guidance participate displaying respect, fair play and working well with others in team games Demonstrate some changes of direction, speed and level during competitive environments Develop their ability to solve problems | <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Demonstrate some changes of direction, speed and level during performances Copies basic movements with control Becoming more competent in the fundamentals of movement (jog, sprint, hop, weight on hands, balance and coordination) Move at a variety of levels Develop ability to hold a balance Perform and repeat sequences of movements Develop the ability to travel with a range of movements Link two actions to perform a sequence showing control and co-ordination Can use equipment safely | <ul style="list-style-type: none"> Show an awareness of how the body changes/functions during exercise Develop ability to exercise at different intensities. Develop knowledge of the names & functions of muscles | <p>movements relating to a stimulus</p> <ul style="list-style-type: none"> Respond in the correct manner to commands (Inside, Outside, Freeze etc) Demonstrate changes of direction, level and speed <p>Link two or more actions to perform a sequence showing control and co-ordination</p> | <ul style="list-style-type: none"> Develop ability to hurdle, sprint, jump and throw effectively <p>Striking and fielding</p> <p><u>Previous learning:</u> Pupils can throw and catch with some accuracy in isolation and varied environments. They have begun to develop agility and coordination. They would have experienced toll/move the ball with accuracy as well as striking a ball.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Throw and catch displaying competency, in isolation and in game situations Develop agility Develop coordination Develop ability to roll/move the ball with increasing accuracy Develop ability to catch/stop the ball with increasing accuracy Develop ability to strike the ball with some consistency Develop ability to analyse performance | |
| <p>Music</p> | <p>Charanga: Hands, feet, heart</p> <p>Previous Learning</p> <ul style="list-style-type: none"> Learn the difference between pulse, rhythm and pitch Learn to sing, play, improvise and compose, by using their voices to sing songs, chant and speak rhymes. Listen to and appraise different genres of music – this term’s focus is hip hop. Identify instruments in the songs by listening with concentration to songs. <p>Listen and appraise</p> <ul style="list-style-type: none"> Hands, feet and heart by Joanna Mangona | <p>Charanga: Ho Ho Ho</p> <p>Previous Learning</p> <ul style="list-style-type: none"> Listening with concentration, then appraising different styles of music (Reggae and Hip-Hop) Learning the difference between pulse, rhythm and pitch Flexible games Learning to sing the song, using their voices to sing, chant and speak rhymes. Identifying the instruments used Use instruments to combine sounds | <p>Charanga: I wanna play in a band</p> <p>Previous Learning</p> <ul style="list-style-type: none"> Vocal warm-ups Flexible games Learn to sing 6 songs in 6 different styles - singing, chanting, speaking. Use instruments with the song - play instruments musically. <p>Listen and appraise</p> <ul style="list-style-type: none"> I Wanna Play In A Band by Joanna Mangona We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin’ All Over The World by Status Quo | <p>Charanga: Zoo time</p> <p>Previous Learning</p> <ul style="list-style-type: none"> Vocal warm-ups Flexible games Learning to sing through singing, chanting, speaking. Playing instruments with the songs Improvisation Composing - create sounds using instruments and voices. <p>Listen and appraise</p> <ul style="list-style-type: none"> Zootime by Joanna Mangona Kingston Town by UB40 Shine by ASWAD I.G.Y. by Donald Fagen Feel Like Jumping by Marcia Griffiths | <p>Charanga: Friendship song</p> <p>Previous Learning</p> <ul style="list-style-type: none"> Listen to classical music Continue to embed the foundations of interrelated dimensions of music using voices and instruments Singing Playing instruments with songs - combining sounds as a group/class Improvisation Composing - create sounds using instruments and voices. Performing <p>Listen and appraise</p> <ul style="list-style-type: none"> Friendship Song by Joanna Mangona and Pete Readman | <p>Charanga: Reflect, rewind and replay</p> <p>Previous Learning</p> <ul style="list-style-type: none"> Use their voices expressively and creatively Play tuned and untuned instruments Composing - create sounds using instruments and voices. <p>Listen and appraise</p> <ul style="list-style-type: none"> Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach – Baroque |

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| | <ul style="list-style-type: none"> 🎧 The click song by Miriam Makeba 🎧 Mbube / The Lion Sleeps Tonight sung by The Soweto Gospel Choir 🎧 Bring Him Back Home by Hugh Masekela 🎧 You Can Call Me Al by Paul Simon 🎧 Hlokoloza by Arthur Mofokate <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Pupils will find the pulse 🎧 Pupils will listen and clap to the rhythm 🎧 Pupils will focus on listening and singing 🎧 Pupils will play instruments with songs 🎧 Pupils will understand how to improvise with songs 🎧 Pupils will compose with songs using instruments | <p>using different dimensions.</p> <p>Listen and appraise</p> <ul style="list-style-type: none"> 🎧 Ho Ho Ho by Joanna Mangona 🎧 Blame it on the Boogie by The Jackson 5 🎧 Bring Him Back Home (Nelson Mandela) by Hugh Masekela 🎧 Suspicious Minds by Elvis Presley 🎧 Sir Duke by Stevie Wonder 🎧 Fly Me to the Moon by Frank Sinatra <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Pupils will continue to join in with flexible games 🎧 Pupils will learn to sing the song 🎧 Pupils will play instruments with songs-with or without notation | <ul style="list-style-type: none"> 🎧 Johnny B.Goode by Chuck Berry 🎧 I Saw Her Standing There by The Beatles <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Pupils will listen and appraise different songs-Rock. 🎧 Pupils will join in with warm up games 🎧 Pupils will learn to sing the song 🎧 Pupils will play a variety of instruments with music. | <ul style="list-style-type: none"> 🎧 I Can See Clearly Now by Jimmy Cliff <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Pupils will continue with warm-up Games 🎧 Pupils will continue with flexible games 🎧 Pupils will learn to Sing the Song and play Instruments with the Song 🎧 Pupils will improvise with the Song 🎧 Pupils will compose with the Song | <ul style="list-style-type: none"> 🎧 Count On Me by Bruno Mars 🎧 We Go Together (from Grease soundtrack) 🎧 You Give A Little Love from Buggy Malone 🎧 That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John 🎧 You've Got A Friend In Me by Randy Newman <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Pupils will continue with vocal warm up games 🎧 Pupils will learn the song 🎧 Pupils will play instruments with the song 🎧 Pupils will improvise with the song 🎧 Pupils will compose with the song | <ul style="list-style-type: none"> 🎧 From The Diary Of A Fly by Béla Bartók – 20th Century 🎧 Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century 🎧 Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic 🎧 The Robots (Die Roboter) by Kraftwerk – Contemporary <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Pupils will join in with warm-up games with Zoo time 🎧 Pupils will contribute with composition activity using First Composer 🎧 Pupils will understand rhythm with grid work 🎧 Pupils will learn about the language of music 🎧 Rewind and Replay (Revision) - revisit songs from the year. |
| <p>Computing</p> | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt the common uses of technology within the home and school. They would also have experienced creating digital content.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Laptop Basics – Security <p>Use technology safely and keep personal information private ·Set up personal launchpads and passwords. Learn to logon and off safely and protecting passwords.</p> | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have identified trusted adults within school and home and encouraged to seek help when they experience something worrying online.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 OneNote - Basic Skills <p>Pupils will be introduced to using OneNote as a tool for learning. Navigate and discuss advantages of using OneNote. Pupils will also develop typing skills.</p> | <p>Coding: Blue-Bots</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt the to begin predicting the behaviour of simple programs.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 What is an algorithm? <p>Explore algorithms without technology. Why do we need to be precise? Pupils will analyse algorithms to understand that computers cannot think for themselves and need to have precise and unambiguous instructions.</p> <ul style="list-style-type: none"> 🎧 Follow an algorithm <p>Follow simple algorithms to program the Bluebot.</p> | <p>Coding: Blue-Bots</p> <p><u>Previous learning</u></p> <p>Pupils will have begun developing algorithms.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Create a simple algorithm <p>Create own map based on the topic and build own algorithm to program the Bluebot. Pupils will use logical reasoning to predict the actions of the Bluebot.</p> <ul style="list-style-type: none"> 🎧 Which is the best route? <p>Pupils will continue to develop their logical reasoning by exploring how to make algorithms more effective.</p> | <p>Coding: Scratch</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt what an algorithm is and how they are implemented.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Block Coding <p>Pupils will transition from coding cards to block coding on the laptop. Begin with initial coding, create a scene and a sprite. Program sprite to move left to right.</p> <ul style="list-style-type: none"> 🎧 Develop Block Coding <p>Create a sprite and write a Simple algorithm to program the sprite to move in any direction. Develop a sequence of</p> | <p>Coding: Scratch</p> <p><u>Previous learning</u></p> <p>Pupils will have begun developing more complex algorithms.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Design Explorer Maze Game <p>Pupils will use their current learning of block coding to design their own game. Explore other games to inspire own design.</p> <ul style="list-style-type: none"> 🎧 Create Explorer Maze Game <p>Pupils will use the program's art feature to create a background</p> |

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| | <ul style="list-style-type: none"> <p>👉 Technology for recording</p> <p>Pupils will learn various ways technology can be used to record experiences. During the school trip pupils will take photos and learn how to upload, store and manipulate. They will also use Flipgrid to record experiences. Pupils will learn about what is safe to share in an image and what to avoid, in order to keep personal information safe.</p> <p>👉 PowerPoint – Images</p> <p>Import images and create a presentation of trip experience. Look at manipulation of images: resize/flip/rotate. Considering always, which images are appropriate to use and using technology respectfully.</p> <p>👉 PowerPoint - Safe Search</p> <p>Import online images using internet search. Discuss and demonstrate safety rules for searching online.</p> <p>👉 Trusted Adult</p> <p>Pupils to identify their trusted adult in school to report to if they are concerned or worried about anything. Pupils to be made aware of OSC and Online Safety Coordinator.</p> | <ul style="list-style-type: none"> <p>👉 OneNote Collaboration Space</p> <p>Develop collaborative rules. Pupils will learn to open program, navigate sections and develop typing skills.</p> <p>👉 Sway – Great Fire of London</p> <p>Pupils will build on previous PowerPoint skills to create a Sway about the Great Fire of London. Pupils will make link to Non-chronological reports. They will learn to Import photos from a shared file. Open files and develop typing skills.</p> <p>👉 Sway - Safe Search</p> <p>Pupils will learn to import online images and media using the built-in online search. Pupils will consider online safety practises, knowing how to report anything that causes them concern.</p> <p>👉 Which one?</p> <p>Pupils will consider and compare the benefits of each program to inform future independent choices.</p> | <ul style="list-style-type: none"> <p>👉 De-bugging</p> <p>Program Bluebot and identify errors in the algorithm. Test ways to resolve and develop logical reasoning.</p> <p>👉 Logical Reasoning</p> <p>Develop logical reasoning to predict actions of a code. Test theories and identify bugs in the programming.</p> | <p>Consider which route is quicker, which route uses the least amount of commands etc.</p> <ul style="list-style-type: none"> <p>👉 Complex algorithms</p> <p>Include obstacles into the pathways and develop logical reasoning and computational thinking to predict and create an increasingly more complex algorithm.</p> <p>👉 De-bugging 2.0</p> <p>Develop more complex algorithms and adapting to suit the given needs of the project. Identify errors and use logical reasoning to improve.</p> | <p>commands.</p> <ul style="list-style-type: none"> <p>👉 Making Shapes</p> <p>Making links to mathematical learning of shape, pupils will create more complex algorithms to create a shape.</p> <p>👉 Multiple Algorithms</p> <p>Create multiple action algorithms. Increasing the complexity of algorithms, pupils will use block coding to change colour and use sound. Pupils will also learn to use code to repeat actions.</p> | <p>and maze. Predicting the sprites movement.</p> <ul style="list-style-type: none"> <p>👉 Program Sprite</p> <p>Pupils will create an algorithm to get the spite through the maze. Use logical reasoning to predict the movements of the sprite and testing.</p> <p>👉 Test, Debug, Evaluate</p> <p>Pupils will challenge a partner to play their game. Do they have the same algorithm? Do they have a more efficient algorithm? Pupils will evaluate their game using logical reasoning to consider improvements.</p> |
| <p style="text-align: center;">RE</p> | <p>Judaism- What is important for Jewish people? AT1- What is Judaism? AT2- How does a Jewish person live in the modern world?</p> <p><u>Previous Learning</u> Pupils are aware that Jews believe in only and one God and they have a special agreement called a covenant.</p> | <p>Christianity- Why is Christmas important to Christians? AT1- What do Christians do during Christmas? AT2- Why do Christians celebrate Christmas?</p> <p><u>Previous Learning</u> Pupils are aware that Christians celebrate Christmas because that is when Jesus Christ was born. They are familiar with the Nativity.</p> | <p>Christianity- What are the ultimate questions? AT1-What are the key elements of Christianity? AT2-What are the key elements of Christianity?</p> <p><u>Previous Learning</u> Pupils are aware that members of the religion are called Christians. Christians generally believe Jesus to be God the Son, the second person of the Trinity. It is a monotheistic religion, meaning it has only one God. It is the largest religion in</p> | <p>Islam- What is important for Muslims AT1- What is Islam? What are the 5 pillars of Islam? AT2- How do Muslims practise their religion?</p> <p><u>Previous Learning</u> Pupils are aware Muslims believe in Islam, Allah is their God and Muhammad is the last prophet. They are also aware of how Muslims pray at the Mosque and celebrate Eid-UI-Fitr and Eid-UI-Adha.</p> | <p>Sikhism- How does the Khalsa influence the lives of Sikhs? AT1- What is Sikhism? What is a Khalsa? AT2- How are Sikhs influenced by the Khalsa in the modern world?</p> <p><u>Previous Learning</u> Pupils are aware that Sikhs believe in reincarnation and karma concepts found in Buddhism, Hinduism and Jainism.</p> | <p>Christianity- How should we look after our world? AT1- How do Christians show respect to people and the world they live in? AT2- Why do Christians show respect to others and the world?</p> <p><u>Previous Learning</u> Pupils are aware Christians show respect to each other and the world around them. They know how to look after the world.</p> |

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| | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will discuss how Jews promise to obey God's law and thank him. They will learn about how Jews pray and where they pray. • Pupils will discuss the basic beliefs: The three main beliefs at the centre of Judaism are Monotheism, Identity, and covenant (love of God). The most important teaching of Judaism is that there is one God, who wants people to do what is just and compassionate. • Pupils will learn that Judaism is the world's oldest Abrahamic religion. There are about 15 million followers who are called Jews. It is one of the oldest monotheistic religions, teaching the belief in one God. ... The laws and teachings of Judaism come from the Torah, the first five books of the Hebrew Bible and oral traditions. • Pupils will learn about Jewish place of worship which is a Synagogue and know its physical features. | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn about Hanukkah; why and how the festival is celebrated. • Pupils will understand that Christmas is literally "the mass for Christ", the day on which Christians celebrate the birth of Jesus. They will learn that Christmas is marked on the 25 December (7 January for Orthodox Christians). Christmas is a Christian holy day that marks the birth of Jesus, the son of God. • Pupils will learn about how Christians celebrate Christmas and make links with the Advent Calendar, the Advent Wreath, Christingle and visiting the place of worship-Church. • Pupils will further learn that Christmas is celebrated in a variety of ways. Some Christians start Christmas Day with a midnight service, called Midnight Mass. Christians often celebrate Christmas by giving and receiving presents and cards. This reminds them of the gift of Jesus, beginning his earthly life. | <p>the world and is based on the life and teachings of Jesus of Nazareth.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn the five basic beliefs: Belief in God the Father, Jesus Christ as the Son of God, and the Holy Spirit. • The death, descent into hell, resurrection and ascension of Christ. • Pupils will understand the holiness of the Church and the communion of saints. • Christ's second coming, the Day of Judgement and salvation of the faithful. • Pupils will learn about the three facts about Christianity: Followers of the Christian religion base their beliefs on the life, teachings and death of Jesus Christ. Christians believe in one God that created heaven, earth and the universe. The belief in one God originated with the Jewish religion. Christians believe Jesus is the "Messiah" or saviour of the world. | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will discuss the word 'Islam' in Arabic means submission to the will of God. • Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad. • Muhammad is so respected that it is usual for Muslims to say 'peace be upon him' whenever they mention his name. • Pupils will learn The Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life. They include: <ul style="list-style-type: none"> • The declaration of faith (Shahada) • Praying five times a day (Salat) • Giving money to charity (Zakah) • Fasting during the month of Ramadan (Sawm) • A pilgrimage to Makkah at least once in a lifetime (Hajj) | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will discuss A Sikh is a follower of Sikhi, a monotheistic, monist, pantheist religion that originated in the 15th century from the Punjab region in the Indian subcontinent. The term "Sikh" means disciple, student, or. Some historians suggest that the name "Sikh" is derived from the ancient term "Saka". • Pupils will learn Sikhism was founded by Guru Nanak around 500 years ago in a place called the Punjab. This is an area which spans part of India and Pakistan in South Asia today. • Pupils will learn Sikhs believe in one God who guides and protects them. They believe everyone is equal before God. Sikhs believe that your actions are important, and you should lead a good life. They believe the way to do this is: <ul style="list-style-type: none"> • Always keep God in your heart and mind • Live honestly and work hard • Treat everyone equally • Be generous to those less fortunate than you • Serve others • Pupils will learn the Sikh community of men and women is known as the Khalsa which means the 'Community of the Pure'. • Pupils will understand to become a Sikh and join the Khalsa, people need to follow the Five Ks. | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will discuss the Bible gives three main reasons why we should care for the environment. God Himself says that His creation is very good. The material world matters to God; He sustains it all the time. Without Him it would fall apart into chaos. "He is before all things, and in Him all things hold together" (Colossians 1.16-17). So, if we neglect, abuse and spoil the environment, we are damaging something that is precious to God. • Pupils will learn how the Bible gives you three main reasons to care for the environment. They will learn that the very existence of the universe is the result of God's creative activity. • Pupils will learn all religions respect the world around them and offer guidance on environmental issues. Christians believe that the Earth belongs to God and that humans are stewards in charge of its care. |
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| <p style="text-align: center;">PSHCE</p> | <p style="text-align: center;">Myself and My relationships: Managing Change Citizenship- Working Together</p> <p>Myself and My Relationships: Managing Change <u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will demonstrate an understanding of how they can treat other people with respect ☺ Pupils will be able to identify a goal to achieve within the school year and they will develop an understanding as to why working together is important ☺ Pupils will be able to understand how to make good choices and consider the impact of their decisions <p>Citizenship <u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will be thinking about: ☺ What are they and other people are good at? ☺ What new skills would I like to develop? ☺ How can I listen well to other people? ☺ How can I work well in a group? ☺ Why is it important to take turns and share? ☺ How can I negotiate to sort out disagreements? ☺ How are my skills useful in a group? ☺ What is a useful evaluation? <p>Citizenship: Rights, Rules and Responsibilities <u>What we will learn:</u> Pupils will be focusing on :</p> <ul style="list-style-type: none"> ☺ How do rules make me feel happy and safe? ☺ How do I take part in making rules? ☺ Who looks after me and what are their responsibilities? ☺ What jobs and responsibilities do I have in school and at home? ☺ Can I listen to other people, share my views and take turns? ☺ Can I take part in discussions and decisions in class? | <p>Healthy and Safer Lifestyles- Drug Education</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will think about what happens when things enter the body? ☺ What are medicines and why do some people use them? ☺ What do I understand about the roles of doctors, nurses and hospitals? ☺ What can I do if I feel poorly? ☺ What are the potentially risky substances at home and at school? ☺ How can I keep safe from harm if I come across risky substances? ☺ What is it like to be persuaded? <p>Healthy and Safer Lifestyles Sex and Relationships Education <u>What we will learn:</u> Pupils will be focusing on:</p> <ul style="list-style-type: none"> ☺ How do babies change and grow? ☺ How have I changed since I was a baby? ☺ What do babies and children need? ☺ What are my responsibilities now I'm older? | <p>Myself and my relationships- Family and Friends</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will describe what a friend is and does ☺ Pupils will demonstrate how to make new friends ☺ How do I keep friends? ☺ How can I make up with my friends when things go wrong? ☺ Who is in my family, and how do we care for each other? ☺ Who are my special people and what makes them special to me? ☺ How am I similar to and different from other people? ☺ Who do I get support from when I need it? | <p>Economic Wellbeing- Financial capability Citizenship- Diversity and Communities</p> <p>Economic Wellbeing <u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will be thinking about financial capability and discussing the following questions: ☺ Where does money come from and where does it go when we 'use' it? ☺ How might I get money and what can I do with it? ☺ How do we pay for things? ☺ What does it mean to have more or less money than you need? ☺ How do I feel about money? ☺ How do my choices affect me, my family, others? ☺ What is a charity? <p>Citizenship <u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will be thinking about diversity and Communities and developing their understanding through these points: ☺ What are some of the similarities and differences between me and others? ☺ What do I understand about my culture and beliefs and those of other people? ☺ Who are the people who help me, and what do they do? ☺ What does 'my community' mean and what do people do there? ☺ How do we care for animals and plants? ☺ How can I help look after the school environment? |
| <p style="text-align: center;">Love Our Planet - Sustainability</p> | <p><u>Previous Learning</u> Pupils have used a range of materials to build landmarks. Pupils have identified weather patterns in the UK, focussing on the four seasons.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Through pupils looking at and comparing the suitability of variety everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Pupils will then look at how these materials can be recycled and the process. | <p><u>Previous Learning</u> Pupils will have identified and named a variety of common animals that are carnivores, herbivores and omnivores Pupils have described and compared a variety of animals</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Through learning about different animals' habitat pupils will think about how we can protect the habitats of animals. They will go for a walk in the local area identifying the dangers to a habitat and how we could make changes. ☺ Pupils will also learn about how some animals obtain their food from plants and think about what we can do to ensure | <p><u>Previous Learning</u> Pupils have read stories about going to the moon. Pupils have named variety of common animals</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Through learning about Christopher Columbus and Neil Armstrong pupils will compare their way of travelling and investigate which mode of transport was better for the environment. ☺ Pupils will then look further into the impact the rocket has on the environment and compare to cars, buses etc. ☺ Pupils will also look at the impact the discoveries have on the world we know today. | |

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| | <ul style="list-style-type: none"> • Pupils will then use their knowledge of different materials and link to the Great Fire of London to investigate which materials would promote sustainable housing. • Pupils visit Nene Valley Railway for their school trip and learn about Paddington. They will then research into the impact trains have on the environment • Through comparing the weather conditions of Peru and the United Kingdom, pupils will then look at the impact it has on the environment. | <p>there is not a shortage of plants. Pupils will then present their ideas.</p> | <ul style="list-style-type: none"> • As part of their science topic of plants, pupils will identify which plants we eat and which plants we do not and what a plant needs to grow. They will then learn about Fair Trade and farming. • Pupils will design a scarecrow to help stop Farmer Geraldine's seeds being eaten by crows. They will think about using water and wind power to move the scarecrow instead of electricity. | |
| <p>Careers and Employability</p> | <ul style="list-style-type: none"> • Character Counts Week • Outdoor Learning to develop social skills | <ul style="list-style-type: none"> • Anti-Bullying Week • Children in Need | <ul style="list-style-type: none"> • All About Me Week • STEM Science Week | <ul style="list-style-type: none"> • National Careers Week • Inspiring Peterborough Week • Re Draw the Balance Assembly |





Year 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
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| Topic | Discovering Dinosaurs | | Opposites Attract | | Bella Italia | | | |
| Subject Focus | Science/History | | Science | | Geography/ History | | | |
| Overview | <ul style="list-style-type: none"> Teeth and bones Fossils and rocks Nutritional needs of animals including humans Dinosaur knowledge mostly through English Prehistoric Cave painting | | <ul style="list-style-type: none"> Link to DT making a car- friction ramps, pulling Choosing own equipment and materials Investigations Magnetic attraction/ poles | | <ul style="list-style-type: none"> Earth, sun, moon rotation Shadows Reflections Tones and shading skills Silhouettes | | <ul style="list-style-type: none"> Compare our area to Italy - geography skills, land use, weather - Explore Rome History of Romans invading Britain The Roman Empire Roman artwork- mosaics, pottery, tessellation, sewing Da Vinci and Michelangelo Plants basic needs Life cycle of a plant | |
| Book Suggestions | Dilly the Dinosaur, Boom | | Iron Man | | The journal of Lliona | | | |
| Science | <p>Rocks</p> <p><u>Previous Learning</u></p> <p>Pupils will have explored natural and man-made materials.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Through exploring a variety of rocks, the pupils will learn of which rocks are natural and which are man-made. Through using their observational skills, the pupils will learn about igneous, sedimentary and metamorphic rocks and their permeable and durable properties. By sequencing pictures, the pupil will learn of the fossilisation process Through exploring the work of Mary Anning, the pupils will learn about palaeontologists | <p>Animals including humans</p> <p><u>Previous Learning</u></p> <p>Pupils will have identified basic parts of the human body. They will have explored the importance of exercise, eating the right types of food and basic hygiene.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> By exploring a nutrient pyramid, the pupils will learn about the types of nutrients plants and animals need, how they obtain it differently through eating and photosynthesis and how humans are unable to make their own food. By comparing the nutrients needed by humans and animals, the pupils will learn that each have different nutritional needs. Through sorting animals, the pupils will learn of vertebrates and invertebrates and of the | <p>Forces and magnets</p> <p><u>Previous Learning</u></p> <p>Pupils will have learned about how different materials can be changed by squashing, bending, twisting and stretching them.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Through creating acting out using freeze frames, the pupils will recreate pushes and pulls and then identify the forces acting in each. Through an investigation using cars, the pupils will test different surfaces to identify the effects of friction. Through testing a variety of materials with magnets, the pupils learn which materials are attracted/repel and therefore which are | <p>Light</p> <p><u>Previous Learning</u></p> <p>Pupils will have named a variety of light sources and associate shadows with light sources being blocked.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Through exploring a variety of light sources, the pupils will learn light is needed to be able to see and that darkness is caused by an absence of light. Through designing their own book bags, the pupil will learn about materials that reflect light. Through creating reversal messages, the pupils will explore how mirrors reflect images using light. Through a simple investigation looking at the effect of UV light, the pupils will learn how sun can damage our bodies. They will create their | <p>Plants</p> <p><u>Previous Learning</u></p> <p>Pupils will have named and identified a variety of plants and trees. They will have learnt the basic structure of flowering plants. They will know what a plant needs to be able to grow and survive (water, light and a suitable temperature)</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Through making close observations of the different part of plants, the pupils will identify the main part of the plant and know about the function each has. Through investigating what plants need to grow, the pupils will learn about their needs for light, nutrients, water and soil, as well as ensuring they have room to grow. Through creating a 'Good Plant Growing Guide', the pupils will share what they have found the best conditions for a plant to grow in. Through experimenting with food colouring, explore how water travels through plants. By watching a video clip, the pupils will learn about the parts of the plant involved in its life cycle and how pollination occurs. Through drama, the pupils will learn about seed dispersal. <p>Enquiry:</p> <ul style="list-style-type: none"> Is a plant a living thing? How can you prove this? Could a plant survive without a stem? Which root shape do you think is the most effective? | | | |

and the study of fossils being known as palaeontology.

- Through creating their own compost bin, the pupils will learn of the layers of soil and about the soil formation process from rocks and organic matter.
- Through investigating soil permeability, the pupils will learn of how water filters through different types of soil.

Enquiry:

- What are rocks?
- Are all rocks from volcanoes?
- The boxes of rock in the science resources cupboard have fallen on the floor. How can we sort them out?
- Do all fossils contain dinosaurs?
- How do fossils show that rock at the tops of mountains was once under water?
- Can rocks be recycled?

Working Scientifically

- Ask questions about the properties of rocks and fossils.
- Look at the similarities and differences in appearance between natural and man-made rocks.
- Make systematic and careful observations about the properties of rocks in order to group them.
- Match animals to their fossils and explain how they have made their conclusions.
- Draw labelled diagrams of their own

endoskeleton, exoskeleton and hydro-skeleton.

- By creating their own model skeletons, the pupils will learn the common and scientific names of bones.
- Through exploring images of the skeleton, the pupils will learn of how the skeleton functions are to protect, support and allow movement. They will identify ball and socket, hinge and gliding joints.
- Through experimenting with muscles, the pupils will learn what muscles are and how they move voluntarily and involuntarily.

Enquiry:

- Is it possible to make food without using plants or animals?
- Elysia chlorotica is an animal that makes its own food. So is photosynthesis possible in humans?
- Why don't we digest ourselves?
- Bones are so hard! Maybe it would be easier for people to move around without them. Do you agree or disagree? Why?
- What if our backbone only had one bone?
- Tim Peake is an astronaut. What are his needs? How are they different from those on the Earth?

Working Scientifically

- Research scientific evidence to understand how animals and plants obtain their nutrients.
- Compare and group animals by their diet.
- Classify and group animals by their skeleton type.
- Use scientific language to label bones on diagrams.
- Identify different hinges on a skeleton.

magnetic and non-magnetic.

- By testing different magnets, the pupils will observe how different strength magnets attract materials. They will also explore how magnetic forces can act at a distance.
- Through creating their own compass, the pupils will learn how magnets have a North and South pole and how they attract and repel each other.
- By designing and creating their own magnetic game, the pupils will apply their knowledge of how magnets attract and repel.

Enquiry:

- How do things move?
- How can we test if a material is magnetic?
- What would happen if we put lots of magnets together?
- Which part of the magnet has the strongest force? How do you know?
- What would happen if we put the magnets side by side?
- Why do some materials attract and not others?

Working Scientifically

- Identify similarities and differences in forces acting on an object during a push or a pull.
- Make predictions about how a toy car will travel over different surfaces based on the friction present. They will set up a simple comparative test. Following their texting,

own posters to suggest ways to stay protected from the sun.

- Through investigating how shadows are formed, the pupils will learn about how light travel in straight lines and that shadows are formed when the light source is blocked by a solid object.
- By creating a cartoon strip to show their findings, the pupils will investigate how shadows change when the distance between the object and the light source is changed.

Enquiry:

- Why can't we see in the dark?
- What would a world without light look like?
- Why are some shadows darker than others?
- Why are some stars we can see at night extinct?
- Why is ultraviolet light important to bees and other animals?
- How is a rainbow formed?

Working Scientifically

- Make predictions about which materials will reflect light best. Set up a comparative test and make systematic and careful observations when reflecting light and then record results by drawing and label the materials and use these results to make a conclusion about which material is the best choice.
- Use scientific evidence and research, the pupils can find out more about the harmful effects of UV

- What would happen to plant populations if there wasn't any wind?
- Can you design a plant/flower pollinated by the wind/cars/dogs/children?
- What impact has polluted water had on habitats?

Working Scientifically

- Make close observations of plants and then draw detailed, labelled diagrams of the parts.
- Create their own investigations to see what plants need to go. Make predictions and decide upon their own variables. Make conclusions from their observations of how the plants have grown over time and then evaluate their experiment.
- Create a guide to give explanations of the best conditions to grow a plant based on their experiment.
- Make predictions as to what the food colouring will show when it is used in water with a plant.
- Using scientific language, the pupils will create labelled diagram to share their knowledge of pollination.
- Create a short group dramatisation of how seed dispersal occurs to orally explain their understanding.

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| | <p>compost bins and the layers of soil in them.</p> <ul style="list-style-type: none"> Carry out an enquiry into the permeability of soil. They will make systematic and careful observations at the layers of soil. They will gather their findings in a table and then present orally to the class as groups what they noticed and conclusions they have made. | <ul style="list-style-type: none"> Make predictions and record results when testing which muscles will contract and relax during a variety of movements. | <p>they will use a graph to present their results.</p> <ul style="list-style-type: none"> Classify and group materials by their magnetic and non-magnetic properties. Investigate using a comparative test, which magnets are strongest/weakest. Record their findings as a bar chart and then make a conclusion. Use scientific language to describe orally how magnets attract and repel each other. | <p>light and how to protect themselves from it.</p> <ul style="list-style-type: none"> Write an explanation text to share their findings when testing light through transparent, translucent and opaque materials. Conduct an experiment to look at how shadows change with the distance of objects from a light source. Identify patterns in my findings, make a conclusion and then evaluate how my experiment can be improved | |
| <p>History</p> | <p><i>Changes in Britain from the Stone Age to the Bronze Age Local History Study</i></p> <p><u>Previous Learning</u> In Year 2, pupils learnt about the Great Fire of London and how it changed life in London and impacted Britain. They discussed the lives of significant individuals Samuel Pepys and Florence Nightingale and how they have contributed to national and international achievements.</p> <p><u>What we will learn</u> Pupils will learn how Britain has changed since prehistoric times and developed with human civilisation.</p> <ul style="list-style-type: none"> Pupils will use a variety of resources to research about the various dinosaurs, focusing particularly on dinosaurs discovered in Peterborough. During a class trip to Peterborough Museum, pupils will learn more about local dinosaurs and palaeontology, they will observe and analyse fossils. Research into the life and significant, historical role of Mary Anning as a Palaeontologist. Use a range of resources to explore aspects of life in the Stone Age: PPT, teacher approved websites, artefacts, Museum trip. Make comparisons about how people lived in the Stone Age-Bronze Age and then compare to modern day life. Pupils will make a case study of Stone Age dwellings focusing on Skara Brae. Use correct terminology to describe the periods of the dinosaur and the evolution from Stone Age-Bronze Age. Pupils will use the correct terminology to describe the time periods and make simple observations to answer questions about the prehistoric, Stone Age and Bronze Age periods. | <p><i>Iron Age: the uses of metal in society</i></p> <p><u>Previous Learning</u> Carrying on from previous term where we researched, explored and analysed the Stone Age and Bronze Age eras.</p> <p><u>What we will learn:</u> Pupils will continue to compare prehistoric living to modern day living. Considering how civilization adapted metals to use as tools and armour and changed way people lived. Compare the Stone Age dwelling and caves with the Iron Age roundhouse.</p> <ul style="list-style-type: none"> Pupils will make a case study of Iron Age hill forts and villages. Reflect on how skills were improved over time and jobs were delegated. This included a blacksmith, potter, woodworker and weaver. Use a range of resources to explore aspects of life in the Iron Age: PPT, teacher approved websites, artefacts. Research about how people lived in the Iron Age and then compare to modern life. Use correct terminology to describe the periods of the Iron Age. Pupils will study the life of Boudicca focusing on the views and beliefs of the time. Pupils will explore how farming improved since the Neolithic era in the Stone Age to the Iron Age. With the development of metals came the development of currency. Clothing adapted over time for practicality and defence purposes. | <p><i>Britain's Settlements: Romans</i></p> <p><u>Previous Learning</u> In Year 2, pupils learnt about explorers Columbus and Neil Armstrong among other significant individuals in the past who have contributed to national and international achievements.</p> <p><u>What we will learn</u> Pupils will learn about the Roman invasion of Britain and how this impacted living in Britain.</p> <ul style="list-style-type: none"> Use a range of resources to explore aspects of life in the Roman Age: PPT, teacher approved websites, artefacts and workshop. Explore the events of Pompeii's demise and its historical significance. Research the Roman Gods and Goddesses and recognise their significance within Roman life. Explore the myth of Romulus and Remus and recognise their importance in the creation of the City of Rome. Understand the differences between the rich and the poor and the impact this had on society. Research about how people lived in the Roman Empire and then compare to modern life Use correct terminology to describe the engineering of the Romans such as the creation of the aqua duct. Reflect on Roman architecture, engineering and the importance of Roman roads. Pupils will continue to develop making more complex observations to answer questions about the past. | | |

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| <p style="text-align: center;">Geography</p> | <p style="text-align: center;">Pre-historic Landscape Compare Peterborough's pre-historic landscape to the modern day Explore topographic features of human early settlements</p> <p><u>Previous Learning</u> While studying the journey of Paddington Bear, pupils compared Paddington's homeland of Peru with the UK and explored the landmarks of London.</p> <p><u>What we will learn</u> In Year 3 the pupils will explore Peterborough in prehistoric times and compare pre-historic living with modern living. Particularly focusing on the physical characteristics, such as rock formation.</p> <ul style="list-style-type: none"> ☞ Pupils will learn about the physical characteristics of prehistoric Britain ☞ Pupils will explore how Peterborough was underwater during the dinosaur period ☞ During Science children will experiment if specific rocks are permeable and consider the properties and uses of rocks ☞ Studying Skara Brae, pupils will explore topographical features and identify early human settlements ☞ Pupils will use a wider range of geographical terms such as settlement, location, vegetation, soil ☞ While studying the Stone Age and Iron Age periods, pupils will learn about how the changes in weather patterns effected the way people lived and used the land ☞ Pupils are encouraged to ask geographical questions as well using evidence to answer geographical questions | <p style="text-align: center;">Iron Age Locate United Kingdom's countries and cities Explore the importance of waterways for survival Use Ordnance Survey Maps to locate key iron age settlements in Britain</p> <p><u>Previous Learning</u> Pupils will have learnt about the geography of the land during Stone Age and Bronze Age, this term the pupils will continue to explore the changes to the land and living as humans move into to the Iron Age.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will study two Iron Age settlements and begin to talk about geographical similarities and differences through the study of human and physical geography. ☞ Pupils will learn to locate the counties and cities of the United Kingdom ☞ Study the hilltop forts of Borough Hill and Black Down Hills, comparing the geographical features using aerial photos and pictures. ☞ Learn about the landscape and vegetation of the Iron Age and why this was important to the creation of human settlements ☞ Recognise the importance of waterways to survival, and why Iron Age people would consider natural waterways before developing a settlement ☞ Using the natural landscape for defensive purpose ☞ Development of farming, using the geography of the land for survival ☞ Use ordnance survey maps to locate Borough Hill and Black Down Hill ☞ Explore features of ordnance survey maps i.e. using a key and meanings of symbols ☞ Pupils will create their own maps for the local area | <p style="text-align: center;">Comparing Britain with a European Country Compare Britain and Italy in the past and present Interpret maps, 8-point compasses and directional language to locate countries on a map</p> <p><u>Previous Learning</u> While studying various explorers (I.e. Columbus, Neil Armstrong, Robert Falcon Scott) pupil explored maps of the world to map out their journeys, i.e. Columbus and the 'New World'. Pupils also used map skills during orienteering sessions.</p> <p><u>What we will learn</u> Pupils will be studying the Roman era in history lessons and developing their geography skills to compare Britain and Italy both past and present.</p> <ul style="list-style-type: none"> ☞ Pupils will learn how to use and interpret maps, atlases and digital technologies to locate countries, particularly focusing on the United Kingdom and Italy ☞ Pupils will consider the geographical features of each country past and present ☞ Pupils will locate and identify the Northern and Southern hemisphere on the globe ☞ During PE lessons pupils will learn orienteering skills, particularly using a map and compass. ☞ Using a map to locate and navigate ☞ 8 points of a compass (N, NE, E, SE, S, SW, W, NW) ☞ Use a key to understand the symbols on a map ☞ During History lesson pupils will explore the Romans and link to geography studies ☞ Pupils will use the Atlas during in History lessons to track the spread of the Roman Empire and invasion of Britain ☞ Pupils will make comparisons of man-made features such as how the Romans started building rectangular houses instead of round houses. Roofs changed from thatched to clay tiles as new technologies and understanding of the natural resources developed. |
| <p style="text-align: center;">Art</p> | <p style="text-align: center;">Pre-historical Art Painting and Drawing</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> ☞ Pupils have developed their brush control and learned to use different types of paint and painting surfaces. ☞ Pupils will have learnt to measure and mix the paint to create a variety of colours and textures. ☞ They will also have learnt to use different techniques such as spattering, stippling, dripping, and pouring to paint expressively. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will explore watercolour techniques and use water colours to create a prehistoric landscape. | <p style="text-align: center;">Shadow Art Painting</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> ☞ Pupils developed shading techniques, such as cross-hatching, tonal range, blending and stippling. ☞ They will have used a range of natural materials to build a collage to form a natural landscape. ☞ Pupils learned to use and control pencils of different densities, crayons, felt-tips, charcoal, chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds and feathers to create expressive drawings. | <p style="text-align: center;">Roman Art Sculpture and Printing</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> ☞ Pupils created space inspired alien clay sculptures where they developed their skills when using a variety of sculpting tools as well as natural and manmade objects to inflict varying patterns. ☞ They developed their ability to mould clay into their chosen shape and evolve their designs through reflection. ☞ They will have recorded their thoughts and ideas in their sketchbooks as they progressed through using clay as a modelling tool. |

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| | <ul style="list-style-type: none"> ☞ They will develop drawing skills to create a dinosaur to cut out and place in their landscape. This includes developing precision and control when painting detail, lines and edges of shapes. ☞ Pupils will explore various historic cave arts in Art and music, considering the tools of the time and reason for creating art. ☞ Pupils will identify different painting tools and the different purposes they have. Compare with ancient art tools. ☞ Pupils will explore different mediums to create cave art including unorthodox materials and techniques such as sticks, stones and feathers. ☞ They will begin with sketching shapes and prehistoric images. ☞ Pupils will use chalk/pastel to create images on paper attached under tables for cave effect. ☞ Pupils will use sticks and earth tone paints to create images in sketch book, consider textures and effects. This includes mixing secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. ☞ They will talk about complimentary colours, colours as tone and recognizing warm and cold colours. ☞ Pupils will evaluate the various mediums and choose which on to use in the final class piece. Children will make a large cave art in the outdoor area. <p><u>Final Piece</u> Watercolour Prehistoric landscape Cave art created from a widdled stick.</p> | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will experiment with a range of media to create shadows and reflect on their creations to develop their ideas. ☞ They will explore various shading techniques to create shadows. This includes using a range of drawing media such as graphite sticks, charcoal, crayons, coloured pencils, felt-tip pens, biro, drawing ink and pastels. ☞ Pupils will use a sketchbook to plan, explore and develop a range of silhouette techniques with paints. Sketchbooks are an area where ideas and techniques are explored and they will make records of the worlds around them, their ideas, thoughts, feelings and discoveries. ☞ They will use three dimensional objects to observe how shadows form depending on where light falls in nature and in the world around them. This will be developed by exploring dark and light tones. ☞ Pupils will reflect on this shadow research and use it to develop the silhouette paintings including choosing tools to use best for the task and reflecting on previous research to inform new ideas. ☞ They will evaluate what they need to improve within their work as well as offering advice, confidence and praise to peers. ☞ Explore the work of Shigeo Fukuda and Julie Dumbarton to compare their different methods of using light or the absence of light within their creations. Link to their own thoughts and ideas. <p><u>Final Piece</u> Silhouette of an Iron Age Landscape including roundhouses and the Iron Man.</p> | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ Pupils will explore the art of the renaissance painters Raphael and Michelangelo and what they did for modern day artworks and look at their similarities and differences. ☞ They will investigate how the artists produced their work and what the background is for each piece of artwork. ☞ Pupils will make copies of small areas of the artists' work to study their techniques, colour, tone, textures and patterns used. ☞ Pupils will research the different famous architectures of Rome and how they are decorated. ☞ They will evaluate, design and replicate the 3-dimensional significant buildings using card, wire, clay and modelling materials. ☞ Pupils will reflect on the myth of Romulus and Remus and how Romans incorporated it in their artwork. ☞ They will create prints onto fabric of Romulus and Remus with block printing and relief printing and then comparing the two techniques. ☞ Pupils will explore and develop ideas for different Italian mosaic patterns including Roman numerals. ☞ Pupils will use motif printing blocks to create and print complex patterns with mathematical and visual precision. ☞ They will evaluate different fabrics used to sew with as well as different crafting techniques such as embroidery, felt and weaving within Italian tapestry. <p><u>Final Piece</u> Digital mosaic Italian patterned tapestry</p> |
| DT | <p style="text-align: center;"><i>Design, Make, Evaluate</i> <i>Cooking and Nutrition</i></p> <p><u>Previous Learning</u> Pupils looked at animal habitats and created their group dens in the environment area.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ During historical study, pupils will explore and discuss Stone Age settlements. They will research and consider the design of Stone Age dwellings. From this, pupils will create a design criterion and generate their ideas for their recreation through sketches. ☞ To investigate and analyse the houses of Skara Brae, considering how they were fit for purpose and how they were appealing. ☞ Pupils will also make comparisons between the Stone Age dwelling and modern homes, looking at materials and tools used and building techniques. ☞ Pupils will use their research to select materials with the same properties according to aesthetic and functional qualities. ☞ Pupils will evaluate their final houses against those from the Stone Age and against their design criteria. | <p style="text-align: center;"><i>Design, Make, Evaluate, Technical knowledge</i></p> <p><u>Previous Learning</u> The pupils designed, made and evaluated their own toy car in the theme of 'Back to the Future.' They used a pully system, a range of tools, explored physical features and compared their creation to existing products.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ During science lesson pupils will explore forces and how friction impacts movement, they will investigate and analyse a range of existing products used to create friction. ☞ They will use their science knowledge to develop a design criterion to inform the design of a friction ramp to allow them to perform the experiment. ☞ Pupils will ensure their design is innovative, functional, appealing and fit for purpose. ☞ Pupils will generate annotated diagrams of their design. ☞ Pupils will use their design criteria to select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) ☞ Pupils will evaluate ideas and products against their own design criteria and consider the views of others to | <p style="text-align: center;"><i>Design, Make, Evaluate</i></p> <p><u>Previous Learning</u> The pupils designed, made and evaluated their own puppet using a variety of stitches. They used a range of tools that developed their fabric cutting skills and design techniques.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☞ To create a learning tool that will be useful and help support the learning of Roman Numerals ☞ During historical study pupils will explore Roman artefacts. Pupils will research and develop design criteria to inform the design of an innovative, functional and appealing bookmark aimed at the Romans. ☞ Pupils will generate and, develop annotated sketches of their design and use computing to aid their final design. ☞ Pupils will use their design to select from a wide range of materials and textiles considering their functional properties and aesthetic qualities. ☞ Upon choosing their materials, pupils will use this information to determine which tools to appropriately use in creating their bookmark (sewing, cutting, joining) ☞ Pupils will evaluate their bookmark against their own design criteria and consider the views of others to improve their work. |

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| | <ul style="list-style-type: none"> Pupils will understand how key events and individuals in design and technology have helped shape the world and how this has shaped houses of today. <p><u>Final piece</u> A replica Stone Age dwelling using natural material from the environment area.</p> <p><u>What we will learn.</u></p> <ul style="list-style-type: none"> Pupils will explore food eaten during the Stone Age and where the food ingredients came from. Pupils will make Stone Age bread, using traditional cooking methods for preparation (grinding and binding) and cooking (baking over a fire). Pupils will then compare this to how bread is made (processed) today. Pupils will apply their understanding of healthy eating and compare the diet during the Stone Age to a balanced and varied diet today, discussing food and cooking tools available at the times. Pupils will explore food available during the Stone Age and how seasonality would have impacted this. <p><u>Final product</u> Bread from the Stone Age</p> | | <p>improve their work. They will also test the ramp and adjust make it more effective.</p> <p><u>Final piece</u></p> <ul style="list-style-type: none"> A friction ramp to perform a science experiment. | <ul style="list-style-type: none"> Pupils will evaluate the effectiveness of the bookmark as a learning tool and discuss any changes they would make to better it's impact. <p><u>Final piece</u> A useful learning aid – A bookmark with Roman Numerals</p> <p><u>What we will learn</u> In the school's annual Design Technology competition, pupils will be challenged to design and make a complex structure that can hold a given weight, using only the materials provided.</p> <ul style="list-style-type: none"> As a class the pupils will research and evaluate different structure types that hold weight Pupils will design a more complex structure, focusing on useful characteristics, based on a design criterion and show their design through drawings and presenting these on flipgrid. Pupils will choose from a range of equipment, the most appropriate tools needed to build their design Pupils will choose materials that will meet the criteria and be the most suitable to create a study and strong structure, understanding the importance of a material's functional properties. Pupils will test their products before the competition and evaluate their design, making amendments exploring how to make it stronger and more stable. <p><u>Final piece</u> A structure that supports a given weight</p> | | |
| Residential/ Trips | <ul style="list-style-type: none"> Peterborough Museum: Dinosaur Fossils Workshop | <ul style="list-style-type: none"> Christingle | <ul style="list-style-type: none"> Think Tank – Forces and Lego WeDo workshop | <ul style="list-style-type: none"> Church trip – Why is the church important to Christians? | <ul style="list-style-type: none"> Residential | <ul style="list-style-type: none"> History off the page – Romans |
| PE | <p align="center">Swimming/Invasion Games</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> Pupils have not had school lessons in swimming, so will be assessed in first lesson, to attain confidence and skill already learnt outside of school. Pupils will have learnt to throw a ball and move quickly while avoiding obstacles and other people. <p><u>What we will learn:</u></p> <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke Perform safe self-rescue in different water-based situations. | | <p align="center">Gymnastic</p> <p><u>Previous Learning:</u> Pupils have had the opportunity to copy basic moves and form a sequence of movement. They would have developed their balancing skills.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Demonstrate changes of direction, speed and level during performances Copy and explore basic movements with control Is competent in the fundamentals of | <p align="center">Dance</p> <p><u>Previous Learning:</u> Pupils have learnt to repeat a variety of basic moves to form a sequence. They will have demonstrated changing direction, level and speed.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Plan, perform and repeat sequences of movements in a group Respond in the correct manner to a range of commands Moves in a fluent and expressive manner in | <p align="center">Outdoor Adventure Activity</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> Pupils have experienced using maps during geography lessons and problem-solving activities. They have learnt about fair play and respect during previous team sports. <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Develop map and compass skills (including using a key | <p align="center">Athletics</p> <p><u>Previous Learning:</u> Pupils would have developed throwing and jumping skills.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Develop knowledge of how they can use their body to maximise performance Develop pupils' ability to sprint, jump, throw (varying techniques including chest push) and hurdle effectively Compare their performances with |

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| | <p>Tag Rugby</p> <ul style="list-style-type: none"> Use fundamentals of movement to achieve success in competitive environment, individually and as a team With guidance participate displaying respect, fair play and working well with others Demonstrate changes of direction, speed and level in competitive environments Develop ability to run with the ball Develop ability to match a change of speed, with change of direction Develop ability to pass effectively across different sports (including rugby) | | <p>movement (jog, sprint, hop, weight on hands, balance and coordination)</p> <ul style="list-style-type: none"> Moves at different levels in a fluent and expressive manner Further develop and be exposed to a range of gymnastics balances Plan, perform and repeat sequences of movements in a group Develop the ability to travel in a variety of ways Develop the knowledge of Mirror/Match and Canon & Unison movements Can use and help pack away equipment safely | <p>different directions & levels and at different speeds.</p> <ul style="list-style-type: none"> Repeat some sequences of at least three different movements Repeat sequences of movements relating to different stimuli Explain, summarise and demonstrate an activity they have participated in | <p>and identifying current locations)</p> <ul style="list-style-type: none"> Perform and repeat sequences of movements in a group Display an understanding of fair play, respect and working well with other Pupils will have the opportunity to attend a residential trip that provides adventurous sports such as canoeing, climbing and raft building. | <p>previous ones and demonstrate improvement to achieve their personal best.</p> |
| Music | <p>Charanga: Let Your Spirit Fly</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Listen to an appraise gospel music. Listen and clap to the rhythm. Understand how to improvise with songs. Compose songs using instruments. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul) <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Pupils will listen to a range of music and make personal comments about it. | <p>Charanga: Stone Age Sounds</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Listen to and appraise Motown and swing music. Learn to sing songs. Play instruments with songs, both with and without notations. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Various pieces of topic related music <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> During historical study pupils will virtually explore the Lascaux caves in France, listen to cave sounds – what can you hear? How does it make you feel? Pupils will listen and identify instruments used to create atmosphere. During Reading lessons pupils will | <p>Charanga: Instrumental Intuition: Glockenspiel</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Listen to and appraise rock music. Play a variety of music with songs. Join in with warm-up songs. Learn to sing the chosen song in time. Listen to and appraise soul music. Play flexible games. Participate in warm-up songs. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Pupils will learn to play the Glockenspiel with increasing confidence and control. The lessons will be broken down, gradually introducing more notes to develop more complex pieces of music. Recognise, use and understand staff and other musical notations. Pupils will perform in a solo and ensemble context | <p>Charanga: The Dragon Song</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Listen to and appraise pop music. Learn to improvise with song. Learn to compose a song. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Sonf from Sudan <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Pupils will listen to a more complex piece of music and making comments about it. Pupils will participate in collaborative discussion about a piece of music | <p>Charanga: Bringing Us Together</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Listen to and appraise songs from performances including musicals, ballets and stage works that include the classics. Learn the language of music. Understand the rhythm with grid work. <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> Good Times by Nile Rodgers Ain't Nobody by Chaka Khan We Are Family by Sister Sledge Ain't No Stopping Us Now by McFadden and Whitehead Car Wash by Rose Royce <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Pupils will listen to a more complex piece of music and making comments about it. | |

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| | <ul style="list-style-type: none"> • Pupils will develop confidence in collaborative discussion about a piece of music applying learnt vocabulary. • Pupils will take part in vocal warmups to develop pitch control. • Pupils will develop a musical understanding of how parts of the music come together to build a single piece of music. • Pupils will develop understanding of the pulse of the music. • To sing as an ensemble with increasing confidence and control. | <p>consider the origins of music and explore the music of the Stone Age, what instruments have survived? How did Stone Age people create music?</p> <ul style="list-style-type: none"> • Inspired by Stone Age music pupils will explore body percussion compose a class composition • Pupils will create an individual graphic score using images from the cave art. • Pupils will perform as an ensemble and evaluate. | | <p>applying learnt vocabulary.</p> <ul style="list-style-type: none"> • Pupils will take part in vocal warmups to continue to develop pitch control. • Singing and the playing of instruments will be combined to further understanding of the pulse of the music and how parts of the music come together to build a single piece of music. • To sing and perform as an ensemble with increasing confidence and control. | <ul style="list-style-type: none"> • Pupils will participate in collaborative discussion about a piece of music applying learnt vocabulary. • Pupils will take part in vocal warmups to continue to develop pitch control. • Pupils will use pitched instruments and use notation. • Singing and the playing of pitched instruments will be combined to further understanding of how parts of the music come together to build a single piece of music. • Recognise the pulse and its role as the foundation of music. • To sing and perform as an ensemble with increasing confidence and control. | |
| <p style="text-align: center;">Computing</p> | <p style="text-align: center;">Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt the common uses of technology outside of the school environment. They would also have experienced creating and manipulating a range of digital content.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Collaboration and respect Children to learn how to present information in a collaborative space, respecting each other's space and work. Pupils will develop positive online behaviours and etiquette. • Safe searching Importing images and video using the search engine safely. Recognise the safe site padlock but also that other checks need to | <p style="text-align: center;">Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt the what private information is and recognise the importance of keeping this information safe.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Cyberbullying Explore what cyberbullying is, how to recognise cyberbullying and how to report concerns. • Emailing Discuss email as a form of communication. Identify features of dangerous emails and when it is safe to open an email. Pupils to be taught how to write and send an email. Pupils to be aware of email as another way of communicating with trusted their adult. | <p style="text-align: center;">Coding: MakeCode Micro:bits</p> <p><u>Previous learning</u></p> <p>Pupils will have begun to develop logical reasoning to predict the behaviour of simple programs. They also will have begun creating their own algorithms.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • LED's Pupils will learn about LED's and what they are used for. Using block coding children will follow a simple code to manipulate LED's on the Micro:bit. Pupils will go on to modify the code and will use the 'loop' command. Pupils will use logical reasoning to explain how the algorithm works. • Accelerometer Pupils will learn how an accelerometer is used and code a Micro:bit using the 'shake' feature. Pupils will follow a simple code to create a dice for | <p style="text-align: center;">Coding: MakeCode Micro:bits</p> <p><u>Previous learning</u></p> <p>Pupils will have begun to develop logical reasoning to debug simple programs.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Radio Micro Chat Considering input and output devices for communication, pupils will use the radio feature. Pupils will follow a code to send messages back and forth across two Micro:bits. • Light Meter Combining coding with Science learning, children will code the Micro:bit to measure the level of light. Pupils will test their increasingly more complex code and debug using logical reasoning. Pupils will also combine with Microsoft Excel to record data. | <p style="text-align: center;">Coding: Minecraft The Agent</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt to recognise the importance of unambiguous instructions for an algorithm to be successful.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Introduction to Minecraft Coding Pupils will select and combine different programs to access learning and accomplish goals. They will also use hyperlinks to download digital content. Pupils will begin by becoming familiar with the program, exploring commands. Coding begins to make links between block coding and written code. • Code a conversation Create a simple algorithm to interact with the agent through written conversation and test for errors. Use logical | <p style="text-align: center;">Coding: Minecraft The Agent</p> <p><u>Previous learning</u></p> <p>Pupils will have developed logical reasoning to create, test and debug simple programs, progressing to more complex algorithms.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Movement Create an increasingly more complex algorithm to allow a variety of movement and test for errors. Use logical reasoning to debug and explain algorithm. • Sequence actions Create an increasingly more complex algorithm to command the agent to perform a sequence of tasks, including previous learning and test for errors. Use logical reasoning to debug and explain algorithm • Code to build Create alternate algorithms to build a structure. Test for errors, |

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| | <p>be made as well to ensure reliability of the sources</p> <ul style="list-style-type: none"> Input Output Pupils will recognise that certain devices input data to the computer and others output. They will make effective use of input devices such as cameras and microphones to record information about their learning. Sharing Information Children to be shown correct use of MS TEAMS. Discuss Private and Public chat – differences and security. Identify which information should be kept private and what information is safe to share. Pupils to be taught how to access and use private channel within TEAMS. Trusted Adult Pupils to identify their trusted adult in school to report to if they are concerned or worried about anything. Pupils to be made aware of OSC and Online Safety Coordinator. | <ul style="list-style-type: none"> Online Communication Pupils will identify different forms of online communication. Compare communicating online and communicating in real life. Pupils will recognise that networks enable the sharing of data and understand that the internet is a large network of computers and that information can be shared between computers. Reporting Identify the website Think U Know and its purpose. Learn how to navigate the website. Identify age appropriate area for pupils to explore. Pupils to learn about reporting concerns, identifying online icons for reporting. | <p>a purpose. Pupils will be encouraged to modify the code to suit individual needs. Pupils will recognise that the code is transferred from the laptop to the Micro:bit and remains on the Micro:bit despite being disconnected.</p> <ul style="list-style-type: none"> Code a Game Pupils to build on their learning about accelerometer and follow a more complex code to create the 'Rock, Paper, Scissors' game on the Micro:bit. Following success Pupils will design and code their own game. They will use logical reasoning to explain how the algorithm works. | <ul style="list-style-type: none"> Design and code Applying all their previous coding and combining with their Science learning Pupils will design their own code to simulate a virtual event. Using logical thinking to debug and explain their algorithm. | <p>reasoning to debug and explain algorithm.</p> <ul style="list-style-type: none"> Teleportation Create a simple algorithm to teleport the agent to a chosen location. Use logical reasoning to debug and explain algorithm. Rotation Create an increasingly more complex algorithm to rotate and then test for errors. Use logical reasoning to debug and explain algorithm. | <p>use logical reasoning to debug and explain algorithm.</p> <ul style="list-style-type: none"> Bring it all together! Apply, modify and develop coding to simulate a virtual event based on the current topic of learning. Present and explain their algorithms. |
| French | <p style="text-align: center;">Salut!: Core Unit 1</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> During PSHE and RE lessons pupils will recognise the diversity of language and culture within our own school. Pupils will be introduced to the French language listening to and responding to familiar greetings. How to orally introduce themselves and respond to simple familiar questions. Recognise numbers up to 10 through listening and reading. Begin developing their sentences to introducing their immediate family | <p style="text-align: center;">Salut!: Core Unit 2</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Say the days of the week Say and read a variety of colours. Develop their counting skills progressing to numbers between 11 and 20 Name a variety of countries and develop their geographical skills to recognise the countries on a map. Develop sentences through expressing likes and dislikes Apply their current learning by reading together a simple story in French. | <p style="text-align: center;">Salut!: Core Unit 3</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Learn the song 'Head, Shoulders, Knees and Toes' in French to Identify the French words for the key body parts. Further develop counting up to 31, beginning to recognise patterns. Say and read words for various items of clothing. Begin writing labels in French Say, read and write the months of the year. Talk about birthdays and develop turn taking through question and answer. Apply their current learning by reading | <p style="text-align: center;">Salut!: Animals</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Vocabulary for naming animals Develop questioning skills to ask various questions about pets. Describe animals using adjectives and develop writing labels in French. Use prepositions to develop oral sentences Name animal homes Apply their current learning by reading together a more complex story in French | <p style="text-align: center;">Salut!: Food</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Vocabulary for naming common foods. Further develop opinion sentences to express likes and dislikes about food. Say what they are eating in a sentence Name cutlery Develop reading and comprehension through understanding cooking instructions. Apply their current learning by reading together a recipe in French. | <p style="text-align: center;">Salut!: At School</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Vocabulary for saying how they travel to school Read and write labels for naming places in school Speak and write a list the contents of their pencil case. Tell the time. Name key school subjects and answer questions about them. Apply their current learning by reading together an increasingly more complex story in French. |

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| | | | together a more complex story in French. | | | |
| RE | <p>Who are the ‘Saints of God’ and why are they important? AT1- What are the ideal qualities of a saint? AT2- Why do you think these people have been turned into saints?</p> <p><u>Previous Learning</u> Pupils are aware of the five basic beliefs: Belief in God the Father, Jesus Christ as the Son of God, and the Holy Spirit. They know Christians generally believe Jesus to be God the Son, the second person of the Trinity. It is a monotheistic religion, meaning it has only one God.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will understand what it looks like to be a person of faith. ☺ Pupils will learn what a saint is and how a person becomes a saint ☺ They will research different saints looking at their qualities. ☺ They will learn that a saint is a person who is recognised as having an exceptional degree of holiness, or likeness to God. ☺ Saints are recognised only after they have died. | <p>What are the special religious texts? (Church Visit: Christingle) AT1-Can you retell the story of the Sermon on the Mount? Can you retell the Muslim story of The Beautiful Farm? Can you retell the Hindu story of being mindful of negative thoughts? AT2-Why do you think we need to know the difference between right and wrong?</p> <p><u>Previous Learning</u> Pupils know that Muslims believe in Islam, Allah is their God and Muhammad is the last prophet. They know the Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will recall the different beliefs and practices of Christianity, Islam and Hinduism. ☺ Pupils will retell some of the religious and moral stories from at least three different religious texts and books. ☺ Pupils will research different religious texts including The Bible, The Vidas and The Quran. ☺ They will look at similarities and differences in these books. ☺ They will retell stories from these books. | <p>What do people believe about the creation of our world? AT1- Can you retell the stories of how the world was created in Hinduism, Islam and Judaism? AT2- Why do you think there are different versions of the creation story?</p> <p><u>Previous Learning</u> Pupils know that Christians believe that God created the world and Muslims believe in Allah creating the world.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will recall the different beliefs and practices of Christianity, Islam and Hinduism. ☺ Pupils will retell some of the religious and moral stories from at least three different religious texts and books. ☺ Pupils will look at the story of the creation from different religious viewpoints. ☺ Pupils will compare similarities and differences in these stories. | <p>Is Easter a festival of new life or sacrifice? St Mary’s Church Visit AT1- Can you use key Christian vocabulary? What do you think they might be? How do they link to Easter? AT2- How is Easter celebrated across the world?</p> <p><u>Previous Learning</u> Pupils know that Jesus died at Easter, on the cross and resurrection. They can recall the Easter story. They are aware that a prayer is linked to Good Friday.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will use key vocabulary related to Christianity. ☺ Pupils will research the Easter story. ☺ Use key religious vocabulary. ☺ Look at how Easter is celebrated across the world. ☺ Pupils will talk about Good Friday- making connections with The Cross and Resurrection of Jesus. ☺ Pupils will explain the importance of Jesus’ words at The Last Supper. ☺ Explain the importance, in Christianity, of the cross and the resurrection going together. | <p>What is important for Jews about being part of God’s family? AT1- What does being Jewish look like? What does a normal day look like for a Jew? AT2- What does a Jewish community look like? How do they come together?</p> <p><u>Previous Learning</u> Pupils are aware of the basic beliefs: The three main beliefs at the centre of Judaism are Monotheism, Identity, and covenant (love of God).</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will suggest and find meanings behind different beliefs and practices. ☺ Pupils will ask and respond to questions about what individuals and faith communities do and why. ☺ Pupils will look at Jewish beliefs and key dates in the Jewish calendar. ☺ Look at a Jewish synagogue and how it differs to a Christian Church. ☺ Research what life is like for a Jewish child. | <p>What do we mean by the bread of life? AT1- How do Christians use bread in symbolism? Which story are they referring to? What is the bread in our lives? AT2- Why do you think Christian communities do this? Where does it happen?</p> <p><u>Previous Learning</u> Pupils are aware that Christians believe in God and that Jesus is the son of God. They are aware that bread is a gift from God.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Pupils will recall the different beliefs and practices of Christianity and at least one other religion. ☺ Pupils will look at the symbol of bread in the Bible. ☺ Observe at the parable of the loaves and fishes relate it back to sharing. ☺ Pupils will relate bread to ‘The last supper’ and the Easter story from last term. |

| PSHCE | Relationships | Citizenships and Managing Risk | Managing Risk | Managing change | Healthy Lifestyles | Personal Safety |
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| | <p><u>What pupils will learn</u></p> <p>1 – Creating class rules</p> <ul style="list-style-type: none"> ☞ What will help us to feel safer and to learn well in our class and school? ☞ What different rules do we sometimes need in different places (hall, corridor, outside)? ☞ Create class rule agreement <p>2 - Beginning and Belonging</p> <ul style="list-style-type: none"> ☞ What does it feel like to be new or to start something new? ☞ What helps me to feel like I belong and am valued in school? ☞ Who is my trusted adult? <p>3 - Making new friendships</p> <ul style="list-style-type: none"> ☞ How can I make other people feel welcome? ☞ Recipe for friendship <p>4 – Managing my emotions</p> <ul style="list-style-type: none"> ☞ How can I manage my feelings and calm them down if necessary? ☞ Who can I talk to when I need help? ☞ Strategies for managing tempers and difficult situations | <p><u>What pupils will learn</u></p> <p>1 - Rights and responsibilities</p> <ul style="list-style-type: none"> ☞ Why do we need rules at home and at school? ☞ What do we mean by rights and responsibilities? ☞ Identify rights and responsibilities at home and at school? <p>2 - Democracy</p> <ul style="list-style-type: none"> ☞ How do we make democratic decisions in school? ☞ What is a representative and how do we elect them? ☞ What makes a good choice for a representative? ☞ Choosing Council Rep/Sports Captain <p>3 – Teamwork makes the dream work!</p> <ul style="list-style-type: none"> ☞ How can I work well in a group? ☞ How well can I listen to other people? ☞ How can different people contribute to a group task? ☞ Recipe for team work to make the dream work <p>4 – Growth Mindset</p> <ul style="list-style-type: none"> ☞ Identify skills that are good and skills to self-improve ☞ Identify strategies to overcome obstacles to learning ☞ Discuss self and peer evaluation ☞ Create guide to self-evaluation | <p><u>What pupils will learn</u></p> <p>1 - Healthy and Safer Lifestyles</p> <ul style="list-style-type: none"> ☞ What risks are there to my safety, my friendships and my feelings? ☞ • How might my friends affect my decisions about risk ☞ How do I feel and how does my body react in risky situations? ☞ Can I make decisions in risky situations? ☞ Who would I ask for help if things went wrong? ☞ What action is it okay for me to take in an emergency? <p>2 - Managing Road risk</p> <ul style="list-style-type: none"> ☞ How are roads risky and how can I reduce the risks? ☞ How do I keep myself safe during activities and visits? <p>3 - Managing Fire Risk</p> <ul style="list-style-type: none"> ☞ How is fire risky and how can I reduce the risks? ☞ How can I stop accidents happening? <p>4 - Managing Water Risk</p> <ul style="list-style-type: none"> ☞ How is water risky and how can I reduce the risks? ☞ How can I stop accidents happening? | <p><u>What pupils will learn</u></p> <p>1 - Myself and My Relationships</p> <ul style="list-style-type: none"> ☞ What changes have I already experienced, and might I experience in the future? ☞ What changes might other people be going through? <p>2 - Managing loss</p> <ul style="list-style-type: none"> ☞ What is it like to be separated from a special person? ☞ How do people feel when things change, or people or pets die? ☞ What emotions might I feel at times of loss and change? <p>3 - Managing emotions</p> <ul style="list-style-type: none"> ☞ How might I behave when I feel these emotions? <p>4- New situations</p> <ul style="list-style-type: none"> ☞ What can I do to make the best of new situations? | <p><u>What pupils will learn</u></p> <p>1 - Growing up</p> <ul style="list-style-type: none"> ☞ What are the main stages of the human life? ☞ What does it mean to be 'grown up'? <p>2 - Responsibility</p> <ul style="list-style-type: none"> ☞ What am I responsible for now and how will this change? ☞ How do parents and carers care for babies? <p>3 - Healthy Eating</p> <ul style="list-style-type: none"> ☞ How can I have a healthy lifestyle? ☞ How do nutrition and physical activity work together? ☞ What does healthy eating and a balanced meal mean? ☞ How can I plan and prepare simple, healthy food safely? <p>4 – Healthy Lifestyles</p> <ul style="list-style-type: none"> ☞ How can I look after my teeth and why is it important? ☞ Who is responsible for my lifestyle choices and how are they influenced? | <p><u>What pupils will learn</u></p> <p>1 - Personal Safety</p> <ul style="list-style-type: none"> ☞ How can I be responsible for my own personal safety? <p>2 – Feeling comfortable</p> <ul style="list-style-type: none"> ☞ What sorts of physical contact do I feel comfortable with? <p>3 – Talking about emotions</p> <ul style="list-style-type: none"> ☞ Who are the adults and friends I can trust and to whom I can talk about my feelings? <p>4 – Secrets</p> <ul style="list-style-type: none"> ☞ When might I need to break a promise or tell a secret? |

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| <p>Love Our Planet - Sustainability</p> | <p><u>Previous Learning</u> Pupils have identified animals as carnivores, herbivores and omnivores Pupils have learnt how animals obtain the food from plant and how they can assure that there are no shortages Pupils have looked at and compared the suitability of a variety of building materials</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Through creating their own compost bin, the pupils will learn of the layers of soil and about the soil formation process from rocks and organic matter • By exploring a nutrient pyramid, the pupils will learn about the types of nutrients plants and animals need, how they obtain it differently through eating and photosynthesis and how humans are unable to make their own food. By comparing the nutrients needed by humans and animals, the pupils will learn that each have different diets. • Through investigation the pupils will discover if it is possible to make food without using plants or animals? • Pupils will create a replica Stone Age dwelling using natural material from the environment area. • Pupils will investigate and analyse the houses of Skara Brae, considering how they were fit for purpose and how they were appealing. • Pupils will also make comparisons between the Stone Age dwelling and modern homes, looking at materials and tools used and building techniques. • Pupils will use their research to select materials with the same properties according to aesthetic and functional qualities. • Pupils will evaluate their final houses against those from the Stone Age and against their design criteria. • Pupils will understand how key events and individuals in design and technology have helped shape the world and how this has shaped houses of today. | | <p><u>Previous Learning</u> Pupils have made comparisons between house of today and houses in stone age Britain. Pupils have learnt about the sustainability of different housing materials.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Through exploring geographical features, the pupils will understand what beaches, cliffs, coasts, forests, hills, mountains, seas, oceans and rivers are. Pupils will use geographical vocabulary to identify and label the features of an environment within a photograph. Pupils will identify and label geographical features, making comparisons between two different locations. • In history Pupils will continue to compare prehistoric living to modern day living. Considering how civilization adapted metals to use as tools and armour and changed way people lived. Compare the Stone Age dwelling and caves with the Iron Age roundhouse. | | <p><u>Previous Learning</u> Pupils have learnt which plants we do and do not eat. Pupils have learnt about fair trade and farming Pupils have explored different modes of transportation and which are more economically viable. Pupils have learnt about sustainable living with crops.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Through discussions surrounding good citizenship within the community, pupils will explore ways that can benefit the environment of our local area. Through growing plants and crops, pupils will develop a continued and progressed understanding of how to live sustainably and how to protect the environment. • Within science lessons, pupils will investigate what plants need to grow, the pupils will learn about their needs for light, nutrients, water and soil, as well as ensuring they have room to grow. Pupils will investigate the natural ways to protect the plants and how farmers can also do this without using insect repellents and pesticides. • During PSHCE and Careers lessons, pupils will explore what attributes are required to live sustainably as an adult. They will investigate what it means to be a 'grown-up'. Pupils will reflect on what they are responsible for now and how it will change throughout their life. This will link to healthy nutrition both in their lives and others for sustainable living. They will explore the sources of food and how it is produced and how this impacts the future of living sustainably across the world. • Pupils will compare how the Romans lived with how we live today. They will compare how the Romans grew crops, fished in the seas and farmed animals to provide nutrition as well as inventing the aqueduct to sustainably provide water for towns and cities. |
| | <p>Careers and Employability</p> | <ul style="list-style-type: none"> • Character Counts Week | <ul style="list-style-type: none"> • What's My Line Assembly • Anti-Bullying Week • Children in Need | <ul style="list-style-type: none"> • All About Me Week | <ul style="list-style-type: none"> • STEM Science Week |




Year 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | <i>The Americas</i> | | <i>Invaders and Settlers</i> | | <i>George's Marvellous Medicine</i> | <i>The Awesome Egyptians</i> |
| Subject Focus | Geography/ Music/ Science | | History | History | Science | History |
| Overview | <ul style="list-style-type: none"> North America/ South America NA- electricity and earthquakes SA- sound, samba, carnival Rainforest- classification of animals, food chain, habitats, Rio film Carnival masks Modroc Pop Art | | <ul style="list-style-type: none"> ANGLO SAXONS Gods and Goddesses Runes (writing) | <ul style="list-style-type: none"> VIKINGS Why the Vikings Invaded Family Life Longships King Canute Mapping Kingdoms Place Names Clay Brooches | <ul style="list-style-type: none"> Science experiments Illustrations States of matter | <ul style="list-style-type: none"> Hieroglyphics Sewing Gods and Goddesses Mummification Discovery of Tutankhamen's Tomb Shaduf Making |
| Book Suggestions | <ul style="list-style-type: none"> Native American Tales | | <ul style="list-style-type: none"> Beowulf | <ul style="list-style-type: none"> There's a Viking in my Cupboard Horrible Histories Vikings Here come the Vikings | <ul style="list-style-type: none"> George's Marvellous Medicine | <ul style="list-style-type: none"> Howard Carter The Egypt Game |
| Science | <p>Electricity</p> <p><u>Previous Learning</u></p> <p>Pupils will have explored a variety of materials and their properties.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Through exploring a range of different electrical appliances around school, pupils will learn about how electricity is generated. Following this, they will be able to identify which appliances are mains or battery powered. By creating their own simple series circuits, the pupils will name the different components needed (cells, wire, bulbs, switches and buzzers). Pupils will represent their circuits pictorially to show their | <p>Animals including humans</p> <p><u>Previous Learning</u></p> <p>Pupils will have labelled different parts of the body. They will have identified herbivores, omnivores and carnivores.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Initially the children will match the names to the functions in the digestive system. When they are familiar with the names and functions, they will then create their own model of the human digestive system. Through labelling diagrams of the mouth, the children will learn about the different teeth we have and their purpose. They will then make comparisons between humans and animals; herbivores, | <p>Living things and their habitats</p> <p><u>Previous Learning</u></p> <p>Pupils will have identified the seven life processes. They will know how to distinguish animal groups- amphibians, reptiles, mammals, bird and fish. They will have identified a range of animals and plants and which habitat they are usually found living in.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> By sorting animals by different criteria, the pupils will learn that living things can be grouped by similarities and differences in their characteristics. Through classifying a range of amphibians, mammals, fish, birds and reptiles, the pupils will learn how to identify vertebrates and invertebrates. By exploring their own local habitat, the pupils will | <p>Sound</p> <p><u>Previous Learning</u></p> <p>Pupils will have observed and named a range of sound sources. They will have listened to and played a variety of musical instruments through their music curriculum.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> By using a range of instruments, the pupils will learn about how sound causes vibrations and how sound travels through a medium to the ear. Through creating their own factual programme, the pupils share how they have noticed the patterns when experimenting with how the loudness of the sound changes the size of the wave depending of the features of the instrument. Through creating their own set of straw pan pipes, the | <p>States of matter</p> <p><u>Previous Learning</u></p> <p>Pupils will have explored a variety of materials and their properties.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Through continuous provision, the children measure the temperature of the classroom, use met-office weather forecast reports. By using drama to recreate particles, the pupils will identify solids, liquids and gases and the properties of each state. Through experimenting with different fizzy drinks (George's mixtures), the pupils will investigate whether gas has a mass. By experimenting with chocolate, the pupils will learn that some materials change state when temperatures are changed. They will also learn freezing and melting points in °C. Through a variety of short experiments with water, the pupils will learn about how temperature effects the three states of water. They will learn of the processes of melting, freezing, evaporating and condensing. Through investigating how washing dries, the pupils will learn about how temperature effects the rate of evaporation. | |


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| | <p>understand of the different components and they will note how the position of the switch will affect the rest of the circuit.</p> <ul style="list-style-type: none"> ☞ Pupils will investigate whether a variety of materials, including metals will conduct or insulate. ☞ Make links to the work of Garrett Morgan and Thomas Eddison. <p>Enquiry</p> <ul style="list-style-type: none"> ☞ What is electricity? ☞ Why is electricity dangerous? ☞ What would happen if we did not have electricity? ☞ What is the effect of changing the wire in a circuit from a straight thick wire to a straight thin wire? ☞ Why are switches needed in a circuit? ☞ Imagine a simple series circuit with one 1.5V battery and one bulb. When the 1.5V battery is replaced with a 3V battery, what will happen? <p>Working Scientifically</p> <ul style="list-style-type: none"> ☞ Conduct research using the internet to find out how electricity can be generated. ☞ Sort electrical appliances into Venn diagrams to show if they are mains or battery powered. ☞ Make predictions as to whether a bulb will light or not and then test their electrical circuits. ☞ Use scientific vocabulary to explain | <p>carnivores and omnivores.</p> <ul style="list-style-type: none"> ☞ By creating a simple investigation, the pupils will learn about the effects of different liquid and how they can cause tooth decay. ☞ Through constructing their own food chains, the children will learn about predators/ prey, consumers/ producers and learn of the impact each has on a food chain. ☞ Make links to the invention of toothpaste by Washington Sheffield. <p>Enquiry</p> <ul style="list-style-type: none"> ☞ What happens to my food when I swallow it? ☞ Do all animals need teeth? ☞ Where does our food come from? ☞ What would happen in a food chain if one of the links became scarce? Could this affect other animals? ☞ Can some animals be both predators and prey? ☞ Which foods are best for us? <p>Working Scientifically</p> <ul style="list-style-type: none"> ☞ Use simple scientific evidence from an explanation text to understand how the digestive system works. ☞ By identifying similarities and differences of the teeth of a variety of carnivores, herbivores and omnivores note comparisons and contrasts about how their diets determines which teeth they have. ☞ Create relevant questions for their scientific enquiry into the effects of tooth decay. | <p>gather a range of invertebrates to classify.</p> <ul style="list-style-type: none"> ☞ Through exploring a habitat of their choice, the pupils will create their own classification table for the living things that live there. ☞ Through exploring their local area, the pupils will explore the risk and dangers to living things in their environment. ☞ Pupils will use the internet to research natural and man-made changes that can occur in the environment and how they can cause endangerment and extinction to species. ☞ Make links to Gerald Durell's conservation work in Madagascar. <p>Enquiry</p> <ul style="list-style-type: none"> ☞ How can we group different living things? ☞ What lives in my local habitat? ☞ What is the same/different with living things? ☞ What impact are we having on the environment? <p>Working Scientifically</p> <ul style="list-style-type: none"> ☞ Use Carroll and Venn diagrams to classify and group living things by similarities and differences in their characteristics. ☞ Ask relevant questions in their classification keys to sort living things. ☞ Draw labelled diagrams of the invertebrates they find in their local habitat. ☞ Use a classification key to sort the specimens they find. ☞ Gather and record information using the internet about their chosen habitat as a classification table. ☞ Create a sketch map of the environment and label the | <p>pupils will explore pitch can be altered.</p> <ul style="list-style-type: none"> ☞ Through creating their own string telephones, the pupils will learn how the loudness of a sound alters with the distance from the sound source. ☞ By testing a variety of different materials, the pupils will learn about how sounds are absorbed by materials to be used as soundproofing. ☞ Through making their own junk musical instrument, the pupils will consolidate their knowledge of sound, vibrations, pitch and volume. ☞ Make links to the work of Alexander Graham Bell- his work with sound, deaf people and his inventions. <p>Enquiry</p> <ul style="list-style-type: none"> ☞ Can you travel faster than sound? ☞ How is sound similar to light? ☞ How do we communicate with astronauts in space? ☞ Why are two ears better than one? ☞ How are vibrations from a loud sound different to a soft sound? ☞ What is an echo? <p>Working Scientifically</p> <ul style="list-style-type: none"> ☞ Use data loggers to measure sound levels around school and decide how they can record their findings. ☞ Create a simple experiment to explore how the difference in volume changes the size of the sound wave. ☞ Write a simple explanation text, using scientific vocabulary, to explain how changing the lengths of | <ul style="list-style-type: none"> ☞ Apply knowledge of evaporation and condensation to The Water Cycle. Learn of precipitation and the collection of water. ☞ Make links to 'absolute zero' by Lord Kelvin. ☞ Make links to the discovery of oxygen by Lavoisier and Priestley. <p>Enquiry</p> <ul style="list-style-type: none"> ☞ What is the most common state of matter? ☞ Is shaving foam a liquid? ☞ Does gas have weight? ☞ What is the most important state of matter and why? ☞ Do particles melt? ☞ "If we're not careful, one day the Earth will run out of water." What evidence is there to support or refute this statement? <p>Working Scientifically</p> <ul style="list-style-type: none"> ☞ Classifying and sort a variety of materials by their state of matter. ☞ Make predictions about how much gas will weigh in fizzy drinks to explore its mass. ☞ Create a simple enquiry to test the effect of temperature on chocolate. ☞ Make systematic and careful observations about the change of state of chocolate at different temperatures. ☞ Use a thermometer to measure temperatures of the chocolate in its different states. ☞ Present my findings from the chocolate enquiry in a bar chart. ☞ Gather data through observations of how water changes state, thinking carefully about the similarities and differences in the particles for each. ☞ Make predictions and conclusions on how temperature effects the rate at which washing dries. Record data in a table. ☞ Write a short explanation text, with labelled diagrams, about how The Water Cycle works. |
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| | <p>how their circuit works in an explanation text.</p> <ul style="list-style-type: none"> Make systematic and careful observations to identify which materials insulate and conduct electricity. Record findings in a table to show how a variety of materials conduct and insulate. | <ul style="list-style-type: none"> Set up a fair, comparative investigation to explore how different liquids affect teeth (using boiled eggs to act as enamel) Make predictions about how each of the liquids will affect the 'enamel' Make systematic and careful of the 'enamel' over time to notes the changes. Record their findings using diagrams and annotations. Create a conclusion based on their observations of the variety of liquids on the 'enamel'. Suggest improvements that could be made to their experiment, should they complete it again. | <p>dangers and risks to its inhabitants.</p> <ul style="list-style-type: none"> Present, as a group, possible ways of making positive changes to impact the environment to save local wildlife. | <p>their straw panpipes affects the pitch.</p> <ul style="list-style-type: none"> Set up a simple experiment to test how to make a sound louder to make it travel further using string telephones. Take measurements using a data logger of how much sound is absorbed by different materials and then conclude which materials will be best used for soundproofing. Ask questions about sound, vibrations, pitch and volume when testing their junk musical instruments. Suggest improvements they could make to their instruments to change the sound. | |
| <p>History</p> | <p style="text-align: center;">Native America</p> <p><u>Previous Learning</u></p> <p>Pupils have previously learnt about the early civilisations, such as the Stone Age period and have explored pre-historic periods and compared this knowledge to modern day life.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring a range of websites and reference books, children will research the first tribes to settle in Native American and evaluate the factors contributing to their migration. Pupils will analyse Native American traditions and customs and explore the similarities and differences to previous periods of history studied and to modern day life. Whilst discovering about Native American diets, pupils will begin to draw comparisons to modern food and replicate Cherokee cakes, which were a key part of Native American culture. | <p style="text-align: center;">Anglo Saxons and Scots</p> <p><u>Previous Learning</u></p> <p>Pupils have previously studied a range of primary and secondary sources for Roman and Native American civilisations.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Use historical terms to explain the end of the Roman rulings, including the Romans leaving Britain to defend their home country. Research how the Angles, Saxons and the Jutes invaded and settled in Britain, from Germany, Denmark and the Netherlands in 450AD. Consider the effects on England when the British King Vortigern had to organise an army to defend his country against the Scots. | <p style="text-align: center;">Vikings</p> <p><u>Previous Learning</u></p> <p>Pupils have critically analysed the Anglo Saxon and Scot invasions.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Explore how the Vikings invaded Britain from Scandinavian countries in 787AD on longships. Use a variety of sources to assess the reliability and accuracy of the reported 793AD Viking raid of Lindisfarne in Northumbria. Consider the motives and impact of the further Viking invasions of Scotland and York in 866AD. Explore the tactics in 871AD, when the Anglo Saxon King, Alfred the Great forced the Vikings out of the South of England. | <p style="text-align: center;">Ancient Egyptians</p> <p><u>Previous Learning</u></p> <p>Pupils have examined early civilisations in Britain, with the Anglo Saxons, Scots and Vikings.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Explore that in 3100BC, King Menes united two Egyptian kingdoms and built an empire that lasted until 30BC, when the Romans invaded. Evaluate from a variety of sources the accuracy of reports of the discovery of Tutankhamun's tomb in 1922 by Howard Carter. Study Ancient Egyptian Gods and Goddesses and their significance in Ancient Egyptian times. | |

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| | | | <ul style="list-style-type: none"> Through analysis of historical vocabulary, pupils will examine Anglo Saxon kingdoms and how the place names originated and identify Anglo-Saxon place names, which are still used today. Finally, pupils will study 600AD and consider why most of the English people retreated to Cornwall, as the Anglo Saxons conquered and took over most of the country. | <ul style="list-style-type: none"> Research that by 878AD, the Vikings settled permanently in England, forcing King Alfred into hiding. Explore Viking traditions, everyday life and laws, including money and the Danegeld. | | <ul style="list-style-type: none"> Examine and compare clothing and jewellery in Ancient Egyptian times and the importance of wealth to determine status. Analyse the mummification process and the significance of pyramids in the afterlife and how these traditions compare to modern day funerals. |
| <p style="text-align: center;">Geography</p> | <p style="text-align: center;">America North and South America and the countries within these continents Compare American landscapes to geographical landscapes in the United Kingdom</p> <p><u>Previous Learning</u> Pupils have located a European country on a map and have learned about the human and physical features of a country.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will use an atlas to locate North and South America and the countries within these continents. Research and compare the similarities and differences between American landmarks and accurately identify the location on a map. Identify how the physical landscape in America is similar and different to geographical landscapes located within the UK. | <p style="text-align: center;">America Explore rainforests and the part they play in making chocolate Compare the difference in the climate of rainforests to those of the United Kingdom</p> <p><u>Previous Learning</u> Pupils have located and contrasted North and South America and have an understanding of how significant landmarks can be on a geographical landscape.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will learn about the importance of rainforests in America in the manufacturing of chocolate. How rainforests are made and to explore the different climates. Dangers of the rainforest and animals which live there. Researching how mountains are formed and the impact of these on the landscape and consider the differences in climate. |  | <p style="text-align: center;">Vikings Explore the human and physical geographic features of Scandinavian countries Research the impact of Viking emigration across England</p> <p><u>Previous Learning</u> Pupils have located countries and continents on a map.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Research the human and physical geography of the Scandinavian countries where the Vikings invaded from. Pupils will research the emigration of the Vikings across England and consider the impact that this had on the physical landscape of England. | | <p style="text-align: center;">Research the human and physical features of Egypt Analyse the climate of Egypt compared to the United Kingdom</p> <p><u>Previous Learning</u> Pupils have accurately located countries and continents on a map and compared different human and physical landscapes.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will research about the human and physical features in Egypt. Research and compare how Egyptian landmarks are similar and different to American and British landmarks. Analyse how the climate in Egypt compares to the weather and climate patterns in the UK and consider how this affects peoples' lives. |

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| Art | Drawing and Sculpture | Digital Art | Sculpture | Drawing | Printing, Painting and Collage |
| | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils sketched and designed structural drawings based on Roman architecture. They used mathematical measurements to sketch and then shaded their designs to create toned drawings. • Pupils then used their sketches and evaluations of different materials to re-create their chosen building. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will analyse Native American totem poles and learn about the significance of certain animals, which influenced the art choices of the Native American culture. • Pupils will use their sketchbooks to collect and record information about the Native Americans, their lifestyles and spiritual beliefs. They will reflect on their use of colour, bold patterns and the scale of artwork that was created within the culture. • Pupils will evaluate their choice of animals and how it would reflect within the Native American society. • They will adapt their designs as and when necessary and explain why. • Pupils will use natural materials and recyclable materials to | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils used Paint 3D to design their own character for story writing. • Pupils began their understanding of digital painting tools. • Pupils created a digital mosaic. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will consider the features of the rainforest, including the different shades of colour found on different levels of a rainforest. This will include the ground level, eye level and above eye level. This will support their understanding of perspective. • Pupils will design a rainforest scene in their sketchbooks whilst looking at patterns, colours, shapes and forms found in photographic images of a rainforest. • Pupils will explore and evaluate the different digital brush tools on Paint 3D to see which is best for their design. <p><u>Final Piece</u> Pupils will create a three-dimensional rainforest scene using Paint 3D.</p> | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils used natural materials to create a prehistoric den within a natural environment to provide realistic replications of Stone Age life. They used natural structural materials such as tree branches to design and build a Stone Age dwelling. • Pupils created replicas of Roman buildings using wire, card, clay and other modelling materials. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will study the shapes and designs of Viking shields and why they were designed in this way. They will reflect on the stability, effectiveness and aesthetic features of the Viking shields. • Pupils will design their shield whilst considering if the shield follows authentic Viking designs which they will adjust if needed. • They will build their shields to a scale that fits the pupil's size. • Pupils will use their sketchbooks to collect and record information from different sources from independent research of Nordic patterns. They will describe, draw and reflect on the patterns to calculate a chosen design which they will then compare the similarities and differences between their own work with historically accurate Viking Shields. • Pupils will blend and mix colours to create the bold paints that the Vikings would have used. They will explore the different symbols that adorn each shield and reflect on how it could have impacted the life of a warrior. <p><u>Final Piece</u> Pupils will produce a three-dimensional Viking Warrior shield, including authentic Nordic decoration.</p> | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils enhanced their drawing skills through exploring different mediums to create Cave Drawings. These included charcoal, graphite pencils and chalks. • Pupils observed the historical accuracies of cave drawings which illustrated movements of a variety of creatures and handprints. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will design their own Marvellous Medicine bottle. • Pupils will sketch with their chosen mediums which could include graphite pencils, charcoal, coloured pencils, paints or chalks. • Pupils will have an independent choice of bottle shape and design to explore their own creativity. • Pupils will develop their line work by exploring thickness, textures and patterns. • They will design and make their bottle and test if it fits the purpose as well as how it aesthetically appears. • Pupils will explore the artwork of Quentin Blake, particularly his illustrations where they will compare his work with Murano glass bottles made in Venice to evaluate if they are similar with the use shape, form and colour. | <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils printed using motif printing blocks to create Roman patterns with mathematical precision. • Pupils continued to explore using the sketchbooks to record media explorations and experimentations as well as trying out ideas when experimenting with different fabrics to print on. • They planned out colours and reflected on their choices. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn about the Ancient Egyptian way of life, including famous Egyptian Pharaohs. They will study the Ancient Egyptian burial rituals and preservation of the dead. The Ancient Death masks will then be explored for pattern, colour, design and the significance of those features for a buried Egyptian Pharaoh. • Pupils will analyse how authentic their mask design is and make necessary changes to link to historical features. • Pupils will use their sketchbook to collect and record information from their independent research of the detail put in to creating such a mask. • Pupils will then use collagraph printing which allows them to |

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| | <p>replicate historically accessible resources.</p> <ul style="list-style-type: none"> ☛ Pupils will use clay carving tools to elaborate their Totem Pole design and its key features. <p><u>Final Piece</u> Pupils will replicate a three-dimensional sculpture of their Native American totem pole design and evaluate why they have selected certain animals.</p> | | | <p><u>Final Piece</u> Pupils will create a Marvellous Medicine Bottle illustration and product</p> | <p>print through layers using a variety of materials to create their own death mask.</p> <ul style="list-style-type: none"> ☛ Pupils will paint on different surfaces for effect and vary the thickness of paint and types of paint that they use. This experimentation will be recorded in their sketchbooks. ☛ Explore the different tools used to paint with and reflect on what has the best effect to develop their ideas further. <p><u>Final Piece</u> Pupils will design and then create an Ancient Egyptian Death Mask.</p> |
| <p>DT</p> | <p style="text-align: center;"><i>Design, Make, Evaluate</i></p> <p><u>Previous Learning</u> In year 3, pupils used natural materials to make prehistoric dens and explored Roman Art and patterns.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ To develop design criteria for dream catchers, based on Native American art and patterns. ☛ Research and investigate a range of existing products (dream catchers) and discuss the history of dream catchers and the significance to Native American culture. ☛ Select from and use a wider range of tools and equipment to create a functioning dream catcher, using cutting, shaping, joining and finishing techniques to make an appealing product. ☛ Pupils will compare their dream catcher to other designs and evaluate how it could be improved or enhanced, using technology. ☛ Pupils will evaluate the effectiveness of the dream catcher through questioning if nightmares still occur after dream catchers are in place. ☛ Pupils will research and understand how the invention of dream catchers has influenced Native American culture and the wider world. <p><u>Final piece</u> To replicate an authentic Native American dream catcher using a wide range of natural materials.</p> | <p style="text-align: center;"><i>Design, Make, Evaluate, Technical Knowledge</i></p> <p><u>Previous Learning</u> Pupils have studied Native American Art, including different types of dream catchers and used these ideas to create their own designs.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Research and explore Viking long boat designs and artefacts and consider the intended purpose and function. ☛ Sketch long boat designs and annotate cross-sectional patterns, discussing the similarities and differences in their mock-up. ☛ Evaluate how the Viking long boat design influenced the future engineering of boats, which are still relevant in modern day society. ☛ Apply their understanding of how to strengthen, stiffen and reinforce the structure of their boat, to test its functionality. ☛ Evaluate peer designs and models and provide constructive feedback to gain a better insight into the mechanical systems of their boat. <p><u>Final piece</u> To create a Viking long boat which floats on water.</p> | <p style="text-align: center;"><i>Cooking and Nutrition</i></p> <p><u>Previous Learning</u> Pupils have made healthy snacks and have learned about what healthy means and why it is important to live a healthy lifestyle.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ To understand and apply a healthy and varied diet, to generate models, prototypes and computer aided designs of their marvellous smoothies. ☛ Pupils will research seasonality and explore where and how a variety of fruits and vegetables are grown and processed. ☛ Pupils will prepare and create a smoothie using a range of cooking and preparation techniques, safely. ☛ Pupils will evaluate their smoothies against their | <p style="text-align: center;"><i>Design, Make, Evaluate, Technical knowledge</i></p> <p><u>Previous Learning</u> Created dream catchers and designed a function Viking long boat.</p> <p><u>What we will learn</u> In the school's annual Design Technology competition, pupils will be challenged to design and make a complex structure that can hold a given weight, using only the materials provided</p> <ul style="list-style-type: none"> ☛ As a class the pupils will research and evaluate different structure types that hold weight ☛ Pupils will design a more complex structure, focusing on useful characteristics, based on a design criterion and show their design through drawings and | |

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| | | |  | | <p>own criteria and considering the views of teachers, who will taste test their smoothies and give feedback to improve their design.</p> <p><u>Final piece</u> To design and create a healthy and flavoursome smoothie to replace fizzy drinks.</p> | <p>presenting these on Flipgrid.</p> <ul style="list-style-type: none"> • Pupils will choose from a range of equipment, the most appropriate tools needed to build their design • Pupils will choose materials that will meet the criteria and be the most suitable to create a study and strong structure, understanding the importance of a material's functional properties. • Pupils will test their products before the competition and evaluate their design, making amendments exploring how to make it stronger and more stable. <p><u>Final piece</u> A structure that supports a given weight</p> |
| Residential/ Trips | | • Cadburys World | | • Norwich | • Horstead House Residential (3days) | |
| PE | <p>Gymnastics</p> <p><u>Previous learning:</u> Pupils have demonstrated changes of direction, speed and level during performances. This has helped them to copy and explores basic movements with control. They have further developed fundamentals of movement (jog, sprint, hop, weight on hands, balance and coordination). Pupils have further developed their knowledge and understanding of gymnastics balances. They can Mirror/Match and Canon & Unison movements and use this to widen their movement when travelling. Can use and</p> | <p>Swimming</p> <p><u>Previous learning:</u> Pupils have attended swimming lessons in Year 3.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. | <p>Hockey</p> <p><u>Previous learning:</u> Pupils can use fundamentals of movement to achieve success in competitive environment, individually and as a team. With guidance, they are able participate displaying respect, fair play and working well with others. They have been able to demonstrate changes of direction, speed and level in competitive environments. Pupils have developed their ability to run with the ball, to match a change of speed, with change of direction and ability to pass effectively across different sports (including rugby).</p> <p><u>What we will learn:</u></p> | <p>Multi-Skills</p> <p><u>Previous learning:</u> Pupils would have displayed competency, in isolation and in game situations. They would have developed agility, coordination, their ability to roll/move the ball with increasing accuracy, their ability to catch/stop the ball with increasing accuracy their ability to strike the ball with some consistency and ability to analyse performance.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Throw and catch displaying competency, in isolation and in varied environments • Develop agility | <p>Athletics</p> <p><u>Previous learning:</u> Pupils have adapted techniques to ensure success in a variety of activities (distance, accuracy, control). They have developed their ability to analyse performance.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will learn the rules of rounders and will practice skills through games. • Pupils will also throw and catch displaying competency, in isolation and in varied environments, develop agility, develop co- | <p>Rounders</p> <p><u>Previous learning:</u> They have developed knowledge of how they can use their body to maximise performance. Pupils have developed their ability to sprint, jump, throw (varying techniques including chest push) and hurdle effectively.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Develop knowledge of how they can use their body to maximise performance • Develop pupils' ability to sprint (over a range of distances), jump (triple jump), throw |

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| | <p>help pack away equipment safely.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Utilise changes of direction, speed and level during performances to succeed Copy and explores basic movements with control and coordination Develop ability to hold a range of balances Develop ability to travel in a variety of ways at a range of heights Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements Create movements that convey a clear stimulus, refining these movements into sequences To further copy and create Mirror/Match and Canon & Unison style sequences Can use and pack away equipment safely | <p>Children will be formally assessed in each year group, with the assessments going towards the national data for the Year 6 children.</p> <p>Termly rotation</p> | <ul style="list-style-type: none"> Use fundamentals of movement to achieve success in competitive environment, individually and as a team With guidance participate displaying respect, fair play and working well with others Utilise changes of direction, speed and level during competition to succeed Select and utilise appropriate tactics and techniques to cause problems for opponents Develop control when dribbling and passing in a game situation Develop ability to pass with more accuracy Develop ability to apply skills in competitive environments | <ul style="list-style-type: none"> Develop children's co-ordination & ability to field & strike effectively Adapt techniques to ensure success in a variety of activities (distance, accuracy, control) Select and utilise appropriate tactics and techniques to cause problems for opponents Develop ability to analyse performance | <p>ordination and ability to field & strike effectively, select and utilise appropriate tactics and techniques to cause problems for opponents</p> <ul style="list-style-type: none"> Pupils will have the opportunity to attend a residential trip that provides adventurous sports such as canoeing, climbing and raft building. | <p>(varying techniques including javelin) and hurdle effectively</p> <ul style="list-style-type: none"> Change running styles according to distance, with the intention of beating a personal best Demonstrate changes of direction, speed & level in competitive environments or during performance |
| <p>Music</p> | <p>Charanga: Drumming</p> <p><u>Previous Learning</u> Play tuned and untuned instruments musically.</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA | <p>Charanga: Samba drumming</p> <p><u>Previous Learning</u> Play tuned music and untuned music musically</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music | <p>Trumpets</p> <p><u>Previous Learning</u> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky Marsch by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop) | <p>Charanga: The Beatles</p> <p><u>Previous Learning</u> Use their voices expressively and creatively by sing songs and speaking chants and rhymes.</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> He Still Loves Me by Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) | <p>Charanga: Lean on me</p> <p><u>Previous Learning</u> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles | <p>Charanga: Blackbird</p> <p><u>Previous Learning</u> Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) |

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| | <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <p>1 – Harvest festival</p> <ul style="list-style-type: none"> Confident performing of a song with actions Awareness of timings within a song and can identify when the lyrics are not in time with the melody <p>2 – Drumming</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds Play and perform in solo and ensemble context Playing instruments with accuracy, fluency and control Evaluate the effectiveness of their own and others' performances and give constructive feedback Explore the history of music – the children explored Native American instruments and considered what natural materials they would have been made out | <ul style="list-style-type: none"> Drive <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <p>3 – Samba drumming</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds Play and perform in solo and ensemble context Playing instruments with accuracy, fluency and control Evaluate the effectiveness of their own and others' performances and give constructive feedback Listen, comment on and discuss with confidence collaboratively. Explore the history of music How do different cultures use drumming as part of their traditions? <p>2 - Trumpets</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble context Play musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds | <p>Libertango by Astor Piazzolla (Tango)</p> <ul style="list-style-type: none"> Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <p>2 - Trumpets</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble context Play musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds <p>Charanga – Glockenspiel Stage 2</p> <ul style="list-style-type: none"> Use and understand staff and other musical notations. Understand the pulse and its role as the foundation of the music. | <ul style="list-style-type: none"> Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel) <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together. To sing and play musically with increasing confidence and control. <p>The Cresset Trip – The Beatles – Peterborough Music Hub</p> | <ul style="list-style-type: none"> Let It Be by The Beatles <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together. Understand the pulse and its role as the foundation of music. | <ul style="list-style-type: none"> Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary) <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place |
| <p>Computing</p> | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have become familiar with a range of input and output devices. Through support pupils have begun recognising the benefits of available software to achieve a goal and begin using this information to select appropriate software.</p> | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have begun to recognise appropriate and inappropriate behaviour online and started build an online etiquette. Pupils will have knowledge of where to seek help if they are concerned about online content or contact.</p> | <p>Coding: Minecraft City Planner</p> <p><u>Previous learning</u></p> <p>Pupils will have experience of using block coding in Minecraft and understand simple algorithms.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Efficient Coding <p>Pupils will be introduced to two new coding tools, fill and positions, enabling them to build structures more efficiently than previous.</p> | <p>Coding: Minecraft City Planner</p> <p><u>Previous learning</u></p> <p>Pupils will have developed logical reasoning to predict the actions instructed by the code.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Programming co-ordinates accurately <p>Pupils will program animals to a precise location using three co-ordinates.</p> <ul style="list-style-type: none"> Repeating loops | <p>Coding: Lego We Do 2.0</p> <p><u>Previous learning</u></p> <p>Pupils will have experience of inputting an algorithm into Bluebots devices and writing block code. This will give a foundation to using block coding to control a robot.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Coding Robotics <p>Pupils will begin to explore taking the code from the screen to controlling a physical robot.</p> | <p>Coding: Lego We Do 2.0</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt to design and write simple programs to stimulate virtual events. They will have developed logical reason to explain an algorithm and debug simple algorithms.</p> <p><u>What we will learn:</u></p> |

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| | <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Online Community Pupils will explore how to be a good digital citizen and explore how this should be applied when using email and TEAMS. Pupils will understand that communication may be seen by others and consider what should be kept private. They will take responsibility for their actions and sign the digital citizenship agreement. Selecting software and shortcuts Pupils will research careers that they are interested in using appropriate websites and select appropriate software to gather information. Pupils will learn to resize and wrap a text and speech bubble in chosen software, explaining their interest in their chosen career. Pupils will learn copy and paste shortcuts to copy and paste information and images. <p>Combining Software Pupils will use a variety of software, combining their key features to accomplish a given goal. Pupils will explore websites used to support learning about the Americans and create bar charts and pie charts of the data on Excel. They will also use the Snipping Tool and OneNote to annotate what the charts show.</p> <ul style="list-style-type: none"> Presenting Learning Pupils will design and create a SWAY on Native America, applying copy and paste shortcuts and their knowledge of resizing images. SWAYs on Native America, American landmarks and their chosen profession from their learning. | <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Cyberbullying Pupils will learn to recognise how to use technology safely and responsibly and consider how online messages can be hurtful and how to respond to hurtful messages. Pupils will be able to accurately report computing concerns. Select and Rank Pupils will learn how results are selected and ranked and accurately use a search engine to find information. Pupils will evaluate how this information could be used to input data, such as through images and outputting data, through printing. Too much information Pupils will create a safe online game profile and highlight information which is acceptable to include. Pupils will recognise what is deemed 'private information' and the differences between usernames and real names. Severs and Networks Children will understand what servers are and how they provide services to the network. | <ul style="list-style-type: none"> Loops Whilst reinforcing previous skills with Agent, pupils will extend these tools with loops. Cloning Pupils will be introduced to the clone function from the block menu, in order to replicate structures. Coding a city Pupils will code road markings for the middle of the road, junctions and pedestrian crossings and create a series of bus stops around the city. Pupils will apply logical reasoning to detect and correct errors. | <p>Pupils will explore how they can adapt a set of instructions to repeat and change the number of repetitions.</p> <ul style="list-style-type: none"> No undo Pupils will decompose their code into small chunks to make it easier to apply logical reasoning and identify errors. Making coding easier Pupils will explore how they can design structures and materials on grid paper before creating digitally, to spot problems before they code. | <p>Pupils will begin with research. Using a search engine, pupils will explore different ways in which scientists and engineers can reach remote places.</p> <ul style="list-style-type: none"> Coding a set of instructions Pupils will create and program Milo the Science Rover to discover a special plant specimen. Sequence of algorithms Pupils will generate a sequence of algorithms to program a robot to carry out a given task. Motion sensor Pupils will learn about sensors as input devices. They will create and program Milo's object-detector arm using the Motion Sensor Input. | <ul style="list-style-type: none"> Audio recording Pupils will continue to explore input devices and coding. Using a microphone the pupils will record a sound and develop their code to use the sound to signify the rover's discovery. Recoding Using the input device, the camera, pupils will record themselves programming their robot finding the plant specimen, to be used in future projects. Tilt Sensor Pupils will create and program Milo's messaging arm using the Tilt Sensor and screenshot the final program. Collaborate Pupils will bring all their learning together to create and program a device to move the plant sample. Using a variety of input and output devices pupils will document and present a summary of Milo's mission. |
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| | <p>☞ Trusted Adult Pupils to identify their trusted adult in school to report to if they are concerned or worried about anything. Pupils to be made aware of OSC and Online Safety Coordinator.</p> | | | | | |
| French | <p>Salut Unit: Playtime</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Basic commands (imperatives) ☞ Say what's in the playground ☞ How to say a variety of playground games ☞ Use "j'aime" with another verb. ☞ Say what and where they like to play | <p>Salut Unit: My Home</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Say where they live ☞ Identify a variety of rooms and types of furniture ☞ Say what there is in the kitchen ☞ Describe their daily routine | <p>Salut Unit: My Town</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Ask how much something costs and saying prices ☞ Talk about what is in their town ☞ Give directions ☞ Say names of shops ☞ Say the names of items you might buy in a shop | <p>Salut Unit: People</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Say colours that are useful for describing hair and eyes ☞ Describe physical features ☞ Describe a person's personality ☞ Say what they are wearing ☞ Use "il" and "elle" with "être" and "avoir" | <p>Salut Unit: Body</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Name parts of the face ☞ Say basic verbs in the first person ☞ Say that something hurts ☞ Name fairy tale characters ☞ Say traditional fairy tale locations | <p>Salut Unit: Sports</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Talk about the sports they play ☞ Express likes ☞ Detailed vocabulary for football and tennis matches. ☞ The use of the verb "savoir" |
| RE | <p>Christianity- How and why are churches different? AT1- How are churches similar and different? AT2 – Why is being part of a faith community important to some people?</p> <p><u>Previous Learning</u> Pupils are aware Christians visit the Church to worship God. They are aware of the physical features and their significances from their Church from the previous visit.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will label the key features of a church. ☞ Explore how churches are different and identified common symbols found in all churches. ☞ Consider why some people go to church and what it means to be part of a community. | <p>Christianity- What moral guidance do sacred texts provide? AT1 – What are the similarities and differences between the 3 religious' stories? AT2 – What are the meanings of the moral stories and how do they relate to what is right and wrong?</p> <p><u>Previous Learning</u> Pupils are that Christians read the bible, Muslims read the Quran and Hindus read Vedas as their scared book. They are aware that Christians and Muslims believe in one God.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will explore moral stories from Christianity, Islam and Hinduism and compare the similarities and differences. ☞ Explain what morality is and why it is important in school and in the world. ☞ Express how faith communities are valuable to life. | <p>Islam-Why is prayer important to Muslims? AT1 – How is prayer important to Muslims? AT2- Why might people choose to pray, and self-reflect?</p> <p><u>Previous Learning</u> Pupils are aware that Muslims go to the mosque to pray to Allah. They are aware that they need to perform wudu before they enter a mosque and read the Quran in Arabic.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will explore the routine of Muslim Prayer. ☞ Examine the importance of prayer for Muslims and consider the reasons why they might pray. ☞ Consider self-reflection and how their actions can affect others. ☞ Exploring key issues in the world on Newsround and reflecting on how they could make the world a better place. | <p>Christianity- Why should we give peace a chance? AT1 -How do different religions promote peace? AT2 – How could the world be a more peaceful place?</p> <p><u>Previous Learning</u> Pupils are aware that Christianity is a religion that promotes peace and unity. They are aware that Christians show acts of kindness.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will show different religions promote peace. ☞ Explore a range of religious texts and consider how religious literature promotes a peaceful world. ☞ Analyse different religious celebrations and consider how these sacred events encourage a harmonious world. ☞ Reflect on what the world would be like without peace. ☞ Consider how the world could be better and what they can do to change the world. | <p>Christianity- Is it fair? AT1 – How is fairness promoted in different religions? AT2 – Why is fairness important in the world?</p> <p><u>Previous Learning</u> Pupils are aware that Christianity promotes peace, unity and being fair. Christians are encouraged to be kind and show kindness.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will examine how fairness is promoted in Judaism through Passover. ☞ Consider how Jewish festivals, like Yom Kippur promote fairness. ☞ Compare how religious texts and celebrations promote fairness. ☞ Research how a variety of religions aim to promote fairness. ☞ Identify when people are not being treated | <p>Christianity- Why do some people go on a spiritual journey? AT1 – Why might some people choose to go on a spiritual journey? AT2 – What is the meaning of a spiritual journey?</p> <p><u>Previous Learning</u> Pupils are aware that Muslims go on pilgrimage to Makkah.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☞ Pupils will explore a range of religious pilgrimages and consider the important of a spiritual journey on people. ☞ Research the types of spiritual journeys that some religions might go on. ☞ Reflect on the impact that a spiritual journey may have on a person. ☞ Consider a significant place that they would like to visit to become a better person. |

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| | <ul style="list-style-type: none"> Examine local churches and compare the similarities and differences between St Mary's Church and Peterborough Cathedral. To explore and examine the significance of local churches and identify the features of a church and consider the role of churches in the local community. | <ul style="list-style-type: none"> Understand the diversity in different religions nationally and globally. Recall in detail and use correct vocabulary in regard to the different beliefs and practices in different religions. | <ul style="list-style-type: none"> Evaluate how religions try to use prayer and reflection to improve the world. | | <p>fairly and reflect on why equality is so important in the world.</p> | <ul style="list-style-type: none"> Explain why it is important to reflect on your character and how other people perceive you, to live in a respectful society. |
| PSHCE | <p>Citizenship- Rules and responsibilities</p> <p><u>What pupils will learn</u></p> <p>1 – Creating class rules</p> <ul style="list-style-type: none"> What are the benefits of having rules, which everyone is expected to follow? How should we behave around school? Should these rules apply to everyone? Create class rule agreement <p>2 - Respect</p> <ul style="list-style-type: none"> What is respect? Why should you treat yourself and others with respect? If you do not treat others with respect, how might they feel? <p>3 – Being a good leader</p> <ul style="list-style-type: none"> Take part in a discussion and explain how you could improve the school. How can we share opinions in a safe way? How can you disagree with someone's opinion in a respectful way? | <p>Health and Safer Lifestyle</p> <p><u>What pupils will learn</u></p> <p>1 - Safety</p> <ul style="list-style-type: none"> Why is it important to stay safe? Who can help us to keep safe inside and outside of school? Should you knock on strangers doors for Halloween? How can fireworks and household products be harmful if not used properly? <p>2 – Care about others and show empathy about other people's view points</p> <ul style="list-style-type: none"> Think about the lives of people in other places and other times. How might other children celebrate special events in other countries? What support is available to families, individuals and groups? <p>3 – How can we stay healthy?</p> <ul style="list-style-type: none"> What does it mean to be healthy? What foods should we eat as part of a balanced diet? Recognise risks in different situations? | <p>Citizenship 7 Diversity and Communities</p> <p><u>What pupils will learn</u></p> <p>Citizenship</p> <ul style="list-style-type: none"> Diversity and Communities • What makes me 'me'? • How are we different from each other? • What are some of the different lifestyles and beliefs people have? What are stereotypes and how can I challenge them? What are the roles of different people in my community? How can we care for the environment? What do animals need, and what are the responsibilities of humans towards them? How do we choose pets, and how do we look after them? | <p>Myself and My Relationships 12 Anti-bullying (SNTB)</p> <p><u>What pupils will learn</u></p> <ul style="list-style-type: none"> What are the key characteristics and forms of bullying? Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? Do I understand how bullying affects the way we think, feel and behave? How can I keep myself safe if I am being bullied? How might bystanders intervene and help someone who is being bullied? | <p>Healthy and Safer Lifestyles 13 Sex and Relationships Education</p> <p><u>What pupils will learn</u></p> <ul style="list-style-type: none"> How are males and females different and what are the different parts called? What can my body do and how is it special? Why is it important to keep clean? What can I do for myself to stay clean and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this? <p>Healthy and Safer Lifestyles 16 Personal Safety</p> <ul style="list-style-type: none"> How can I be responsible for my own personal safety? What sorts of physical contact do I feel comfortable with? Who are the adults and friends I can trust and to whom I can talk about my feelings? When might I need to break a promise or tell a secret? | <p>Economic Wellbeing 2 Financial Capability</p> <p><u>What pupils will learn</u></p> <ul style="list-style-type: none"> What different ways are there to earn and spend money? What do saving, spending and budgeting mean to me? How can I decide what to spend my money on and choose the best way to pay? What might my family have to spend money on? What is 'value for money'? How do my feelings about money change? How do my choices affect my family, the community, the world and me? What different ways are there to earn and spend money? What do saving, spending and budgeting mean to me? How can I decide what to spend my money on and choose the best way to pay? |

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| | <p>4 – Managing my emotions</p> <ul style="list-style-type: none"> How can I show different feelings sensibly? How can you tell how other people are feeling? How can my behaviour positively and negatively affect others? | <ul style="list-style-type: none"> What are the benefits of exercise? <p>4 – Relationships</p> <ul style="list-style-type: none"> What different relationships could people have? How are these relationships different? Why do you need friendships? | | | | <ul style="list-style-type: none"> What might my family have to spend money on? What is ‘value for money’? How do my feelings about money change? How do my choices affect my family, the community, the world and me? |
| Love Our Planet - Sustainability | <p><u>Previous Learning</u> Pupils have some experience of exploring places on a map and using an atlas.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring the Amazon Rainforest, pupils will research the impact of deforestation, for uses such as palm oil and consider how they could save the rainforest, to protect the unique species of wildlife inhabited there. Pupils will collaboratively work to generate innovative ideas on how they could protect the Amazon Rainforest and choose how to present their ideas, through Sways, PowerPoint and Flipgrid. | <p><u>Previous Learning</u> Pupils have investigated sustainability and considered the impact of deforestation on our planet.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring different types of animals in a range of habitats in Science, pupils will learn about different charities that help to protect endangered species of animals. They will investigate animals native to America and examine why certain animals have become extinct and generate conservation solutions to protect animals at risk of extinction. | <p><u>Previous Learning</u> They have knowledge of different types of animals and plants and considered the requirements needed for a sustainable habitat.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through exploring their local area, the pupils will explore the risk and dangers to living things in their environment. Pupils will use the internet to research natural and man-made changes that can occur in the environment and how they can cause endangerment and extinction to species. Make links to Gerald Durrell’s conservation work in Madagascar. Present, as a group, possible ways of making positive changes to impact the environment to save local wildlife. | <p><u>Previous Learning</u> Pupils have considered natural and manmade changes that can impact on the environment.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will research the emigration of the Vikings across England and consider the impact that this had on the physical landscape of England. They will examine the carbon footprint created by different modes of travel and reflect on whether Viking longboats or modern-day transport is greener and suggest how transport can be more eco-friendly. | <p><u>Previous Learning</u> Pupils have explored global warming created through transport and other methods.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through creating their marvellous medicine smoothies, pupils will research seasonality and explore where and how a variety of fruits and vegetables are grown and processed and learn about Fair Trade and sustainable farming. Through learning about the states of matter and from an Anglian Water visit, children will consider the effects of global warming on the water cycle and devise solutions on how to preserve water for future generations, which is safe to drink. | <p><u>Previous Learning</u> Pupils have explored the properties of a wide range of materials and considered whether they can be recycled and help towards a more sustainable planet.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through comparing the climates in Egypt and the UK, pupils will research the impact of a country’s temperature and precipitation levels on the sustainability of farming crops, welfare of humans and animals and challenges to everyday life. In discussions in RE lessons, pupils will reflect on how to become a better person, by considering changes that they can make in their life to help to protect the planet and make the world a safer, healthier and more sustainable place for current and future generations to enjoy. |
| Careers and Employability | <ul style="list-style-type: none"> Character Counts Week | <ul style="list-style-type: none"> What’s My Line Assembly Anti- Bullying Week Children In Need | <ul style="list-style-type: none"> All About Me Week STEM Science Week | <ul style="list-style-type: none"> National Careers Week Inspiring Peterborough Week Academy Trade Fair STEM – Engineering Project | | |



Year 5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | |
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| Topic | <i>To infinity and beyond... Space</i> | | <i>The Maya Civilisation</i> | <i>The Terrible Tudors</i> | <i>Mother Nature: Out of Control? Natural Disasters</i> | <i>On The Move! Transport</i> | | |
| Subject Focus | Science | | History | History | Geography | Geography/ History | | |
| Overview | <ul style="list-style-type: none"> Living on an unknown planet- how to get water, exploring and classifying materials Reversible and irreversible changes Changes in humans Life cycles Reproduction of plants and animals | | <ul style="list-style-type: none"> Who were the Maya people and how did they live? Masks Pottery Maya experience day | <ul style="list-style-type: none"> How was Tudor life different to ours? (Burghley House) Catherine of Aragon Cathedral Life expectancy/ living conditions | <ul style="list-style-type: none"> Natural Disasters European geography Sell a trip to a site of a natural disasters | <ul style="list-style-type: none"> Perkins Henry Royce Travel safety- road, train Pulleys and Gears Sun safety | | |
| Book Suggestions | <ul style="list-style-type: none"> Science Fiction - War of the Worlds | | <ul style="list-style-type: none"> Fiction- The Rain player | <ul style="list-style-type: none"> Spy Master Eliza Rose | <ul style="list-style-type: none"> Earthquake Terror - Peg Kehret Tsunami by Laura Tarshis | <ul style="list-style-type: none"> The Boy Who Biked The World | | |
| Science | <p>Earth and Space</p> <p><u>Previous Learning</u></p> <p>Children have previously developed their ability to ask relevant questions and using scientific enquiries to answer them in years 3 and 4. They have also developed their knowledge of how to use straightforward scientific evidence to answer questions or support their findings. In year 3 children learnt how shadows were formed. They have also recorded their findings using labelled drawings as well as oral and written explanations.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> By discussing and identifying ancient theories/beliefs of Flat Earth versus Spherical Earth and identifying evolution of scientific evidence used to support or refute ideas or arguments in the context of how ideas changed from a flat earth view. Pupils to use scientific vocabulary to support/refute the theories themselves. To understand and describe the movement of the Earth, and other planets, relative to the sun in the solar system pupils will be introduced to Ancient Greek observations of Solar system and debate about Aristotle and Copernicus Geocentric and Heliocentric models of the solar system respectively to describe the sun, Earth | | <p>Properties and Changes of materials</p> <p><u>Previous Learning</u></p> <p>Children have previously been taught to distinguish between an object and material from which it is made and to identify their names and physical properties in Year 1. They have also learnt how to compare, and group everyday material based on their physical properties.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> By comparing and grouping together everyday materials based on their properties, including their hardness, transparency, flexibility and response to magnets. Pupil to record results in a table. Pupil to predict and sort a range of materials whilst giving reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials as thermal | | <p>Animals including humans Living Things and Their Habitats</p> <p><u>Previous Learning</u></p> <p>In Year 2 children have compared the differences between living and dead. They have also identified, named and explored a variety of plants and animals and their suitable habitats. They have used the idea of simple food chain to identify different sources of food. Further in Year 4 the children would have grouped living things and used classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Identify 6 key stages of human life and create a human timeline. Can they identify this for a family member? Children also create a timeline of themselves showing the ages at which they could | | <p>Forces</p> <p><u>Previous Learning</u></p> <p>In Year 3 children have compared how things move and noticed forces need contact but explored magnetic forces (attract and repel) that act at a distance. Children would have looked at the magnetic force in depth by identifying their two poles, predicting materials that are magnetic or not and compared and sorted based on that property.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> To identify the effects of air resistance - Children learn that air resistance can be used in devices such as parachutes. They investigate how canopy size affect's a parachute's rate of descent. They construct 4 parachutes with different canopy areas and predict and then measure how long they take to descend from a given height. They take each measurement 3 times and calculate the mean. Pupils show their results in a bar chart and attempt to answer the scientific question. To identify the effects of water resistance - Pupils learn that water resistance is a force which prevents an object from moving easily through water. They learn that both high and low water resistance can be desirable in different situations. Discuss this further applying to their swimming experience. Pupil to design and make a streamline boat and have a race to check speed and movement on water. They then analyse and record using causal relationships. As critical scientist they then support or refute ideas based on self-evaluation to improve design. | |

and moon as spherical bodies and understand how Galileo reached a conclusion of the Heliocentric model based on evidences of Copernicus' theories. Pupils to then animate the movements of the solar system.

- By identifying the names of eight planets in order and researching features of each planet and create fact cards. Draw diagrams of planets in proportion of one another there by comparing size and distance from the Sun.
- Pupils learn that day and night are caused by the rotation of the Earth, and that the Sun only appears to move across the sky. Using a split pin, pupils create a moving model showing how the rotation of the Earth causes day and night. They move their model through a day and night cycle, using speech bubbles to explain what they would experience at each stage of the cycle.
- Pupils learn how the Moon moves around the Earth based on previous learning about Earth rotation around the sun. They will be shown a video for visual representation which will then be followed by pupils to demonstrate the movement of Earth and Moon around the Sun in groups using variety of media. Create a visual aid model of phases of the moon based on its movement.

Enquiry

- What shape is Earth and how do we know? Describe the sun, moon and Earth as spherical bodies.
- What are planets? Describe what a planet is using research and fact files. They will name and learn the order of the planets which orbit around the sun.
- Do planets move? Children will learn and be able to describe the movement of the Earth and other planets relative to the sun.
- How does day and night happen? Children will draw and label diagrams based on their knowledge of the Earth's rotation around the sun.
- Why is Moon visible in the sky in different forms?
- Expand on their knowledge of shadows (collecting data). They will design and partake in an experiment to measure them.

Working Scientifically

insulators - Investigate which material is best for insulation by conducting an experiment using ice cubes and measuring the temperature to conclude which material is best as insulator to design a lunch box.

- Pupil to predict and sort a range of materials whilst giving reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials as thermal conductors – investigate conductivity using bulb circuits.
- Pupils learn that when a solute dissolve in a solvent to create a solution, its particles spread out so that they can no longer be seen or retrieved by filtering. They investigate whether sand, sugar, salt, flour will dissolve in water. They record their results in a table They consider how they could separate the mixtures and solutions. Pupil to plan how to and what resources might be needed to separate.
- Pupils learn about 6 different methods for separating solutions - picking out by hand, decanting, sieving, filtering, using a magnet, and evaporation. They consider 6 different mixtures / solutions and discuss the best way to separate each. They attempt to separate them using their chosen method. They discuss whether their method worked and why.
- Predict and demonstrate that dissolving, mixing and changes of state are reversible changes and 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 by

perform different activities. They draw illustrations for each activity.

- Explore differences in lifecycle of a mammal- Children complete a table showing the gestation periods of 10 different mammals. They round each gestation period to the nearest 10 days and use this to create a bar chart. They look for patterns and identify which mammal has the longest gestation period. They then compare the lifecycle to an amphibian, an insect and a bird. They create 3 life cycle diagrams, adding their own explanations and diagrams.
- To describe the life process of reproduction of a plant- they learn about the purpose of a flower and its basic structures, including petal, anther, sepal, carpel, stigma, style, ovary, pollen grain, pollen tube and ovule. They label a diagram of a flower and carpel and complete an explanation text showing how flowering plants reproduce. Children learn that, unlike animals, pieces broken off from plants can grow into another individual organism – they investigate using cut potato or tomato.
- To describe life process of reproduction of an animal - they learn that animals reproduce sexually, and each individual has a male and a female parent from which they inherit various traits. Pupils to then explain the process of animal reproduction, including the stages of sperm and egg production, mating, fertilisation, and the growth of a zygote into an embryo.

- To identify effect of friction – Based on prior knowledge of friction as a force that prevents objects from sliding. Pupil investigate the best surface to place on a floor to prevent people from slipping. They predict and then measure the force required to make a shoe containing a weight slide across a range of surfaces. They present their results in a bar chart and attempt to answer the scientific question.
- To investigate how levers work - Pupil learn that a lever is a simple machine that can give a mechanical advantage. They will set up their own lever, with fulcrum, beam and load, and investigate how far from the fulcrum different forces (weights) need to be in order to balance the load. They transfer their results to a line graph and attempt to find a relationship between the force required and the distance from the fulcrum.
 - Discuss where have they seen this type of mechanism working in their everyday life.
- Investigate how pulleys work and how the number of pulleys change the effort of work required

Enquiry


- What is air resistance and how can we understand it?
- What is water resistance and how can we investigate this?
- How do levers work?
- How do pulleys work?
- How does ground friction affect movement?

Working Scientifically

- Plan scientific enquiry, including recognising and controlling variables – fair testing air resistance with parachutes
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings – testing air resistance with parachutes
- Using test results to make predictions to set up further comparative and fair test – testing air resistance, water resistance, friction
- Reporting and present findings including conclusions, causal relationships with degree of trust in results – Friction
- Recording data and results using scientific diagrams, graphs and labels – investigating levers and identifying effects of friction

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| | <ul style="list-style-type: none"> • Identifying scientific evidence that has been used to support and refute ideas or arguments – Sorting evidence based on flat earth versus spherical Earth theories • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. - Look at scientific theories about the Earth’s shape and to make their own conclusions – Pupils to research and come up with sources to suggest how they know Earth is spherical (eg: Satellite images, astronaut’s view etc) Pupils to show and demonstrate their understanding of spherical Earth using the flat playground. • Reporting and presenting findings based on causal relationships – A diagram and explanation(written) and active demonstration by pupils(oral) of Earth & Sun movement to show Day and night; Pupil to watch the moon over 28 days and draw their observations of the lunar phase • Recording data using graphs (measuring shadows) | <p>melting chocolate and the action of acid on bicarbonate of soda.</p> <ul style="list-style-type: none"> • Pupil to choose 4 different objects from school or home and identify the materials that they are made from and explain why those materials have been chosen with reference to their physical properties. Next, they describe the physical properties and uses of 6 different materials of their choice - metals, plastics, wood, fabrics, glass and leather by recording their knowledge in writing using Sway. <p>Enquiry</p> <ul style="list-style-type: none"> • Why are certain materials used to make items we use? • Which material is the best thermal insulator? • Which material is the best electric conductor? • Is it possible to separate dissolved or mixed items? • How do we explore if changes of properties are reversible or irreversible? <p>Working Scientifically</p> <ul style="list-style-type: none"> • Planning scientific enquiry to answer questions, including recognising and controlling variables – experiment to investigate materials for thermal insulation • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings – recording temperature and measuring level for thermal insulation experiment at regular intervals of time. • Using test results to make predictions • Recording data and results of increasing complexity using classification keys and tables -sort and compare materials | <p>Enquiry</p> <ul style="list-style-type: none"> • What are the human development stages up to old age? • Are there differences in lifecycle of living things? • What is the difference in reproduction of a plant and an animal? <p>Working Scientifically</p> <ul style="list-style-type: none"> • Recording data using scientific diagrams and labels - human development stages, lifecycle of mammals and reproduction of plants • Recording data using graphs – comparing gestation period using graph • Report and present findings from enquiries with degree of trust in results – comparing gestation periods • Report findings including causal relationships in oral/written forms – explanation of parts of flower | |
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| | | <ul style="list-style-type: none"> • Using test results to make predictions to set up further comparative and fair tests – to plan after solute testing if they can be separated • Reporting and presenting findings from enquiries, including conclusions in oral and written form using tables | | |
| History | <p style="text-align: center;">Earth and Space</p> <p><u>Previous Learning:</u> In Year 4, they compared knowledge of historical civilisations with modern day. They also used a range of sources and resources to discover more about life in the past.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn the meaning of chronology and will apply this to the development of Space Travel (including humans' first trips to space and the changes in frequency and nationalities of astronauts). • Pupils will learn about different astronauts, missions and ships that have travelled into space and visited different planets throughout time. • They will focus on a range of different sources including TV recordings, audio, books and newspaper cuttings. • Pupils will learn to construct informed responses that involve thoughtful selection and organisation of relevant historical information. | <p style="text-align: center;">Early Civilisations</p> <p><u>Previous Learning:</u> In Years 3 and 4, they previously learnt about other early civilisations (Vikings, Anglo-Saxons) and pre-historic life (Stone Age-Iron Age) and have an understanding of chronology.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will learn about the lifestyles, society and conflicts of the Maya people. • Pupils will learn about the food and drink of the Maya (including their use of cacao and maize). • About the development of the number systems, the use of the number 0 and comparing it with the Arabic number system we use today. • To understand their religious beliefs, including their Gods and rituals and the important role of the Priest in society. • Pupils will learn about the relationship of the Maya people with other Central American groups and the Europeans. • To begin to understand how the use of sources impacts on our understanding of their society; to compare sources of information available for the study of different times in the past. • How to address and devise historically valid questions about change, cause, similarity and difference. • Pupils will learn to construct informed responses that involve thoughtful selection | <p style="text-align: center;">Tudor Times</p> <p><u>Previous Learning</u> In Year 2, they learnt about the Great Fire of London (during the House of Stuart reign), the time just after Elizabeth I's reign. They will have studied chronology and use of sources in the previous term's Maya subject.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will learn about the political differences between the Houses of York (White Rose) and Lancaster (Red Rose) and how the battle of Bosworth was won by Henry VII. • They will learn about the different reigns of the Tudor monarchs and focus on the life of Henry VIII (predominantly his wives and the reformation of the Church in England). • To understand the lifestyles of different members of society including their hobbies, past times, food & drink, hygiene and crime & punishment. • Learn about the disagreements over the throne after Henry VIII's death - Edward, Lady Jane Grey and Mary I. | <p style="text-align: center;">The History of Transport</p> <p><u>Previous Learning</u> They have learnt many skills relating to source handling, analysis and chronology so far in year 5. They will have covered transport (trains) briefly in KS1.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • How transport has developed over time, looking at how early forms of common vehicles have changed. • Pupils will research and consider how transport has changed lives. • To develop a strong chronological understanding of the development of vehicles – be able to remember certain key dates e.g. 1903 – the Wright Brothers and the first plane. • Who Karl Benz and Henry Ford are and why they are famous in this area. |

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| | | and organisation of relevant information. | | | |
| Geography | | <p>Explore locations of Mayan settlements in relation to modern day countries and cities</p> <p><u>Previous Learning</u> Children will be familiar with the concept of the rainforest (The Americas were studied in Year 4).</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will learn the locations of Mayan settlements in relation to modern day countries and cities ☛ Resources that were being sought by the conquistadors  | | <p>Explore locations of Mayan settlements in relation to modern day countries and cities</p> <p>Research what effects natural disasters have on local/world populations.</p> <p><u>Previous Learning</u> Children will have previous experience of locating countries on a map – many will have first-hand experience of one or more European countries.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will learn how and why earthquakes occur due to slippage of tectonic plates ☛ Why volcanoes form/erupt with reference to tectonic plates. ☛ Locations of concentrations of volcanoes (including Pacific “Ring of Fire”) ☛ Research what effects natural disasters have on local/world populations. ☛ Research if natural disasters can be avoided. ☛ Learn why are so many major cities located on waterways. ☛ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <p>Create maps of the local environment, using compasses and measuring equipment</p> <p>Research transport and infrastructure of Peterborough to gain an understanding of why companies locate there</p> <p><u>Previous Learning</u> Children will have used maps/compass directions (cardinal points) during OAA PE sessions, and be familiar with some map symbols</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will learn to read and write four- and six-figure map references using an Ordnance Survey map. ☛ Create maps of the local environment, using compasses and measuring equipment ☛ Use standard OS map symbols ☛ Understand what makes Peterborough a good place for Perkins Engines to be located, looking at transport infrastructure and availability of raw materials |
| | Art | <p>Painting and Drawing</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☛ Pupils worked on controlling their marking and textures (showing an understanding of complimentary colours) and began to develop their sketching for effect, texture and shading (including drawing for a sustained periods of | <p>Drawing, Painting, Sculpture and Etching Designs</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☛ Pupils have used a variety of sketching techniques to explore the Egyptian Death Masks and Native American Totem Poles. | <p>Painting</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☛ Pupils have built on their shading techniques through Totem Pole design with a focus on shading shapes. ☛ Pupils have developed their skills on developing their | <p>Digital Art</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> ☛ Pupils developed their use of digital art through using Paint 3D to design a layered rainforest. |

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| | <p>time) and collecting source material for future work.</p> <ul style="list-style-type: none"> ☛ Pupils explored the art of Franz Marc and his use of bold colours within Art Week. <p><u>What we will learn</u> Painted planet:</p> <ul style="list-style-type: none"> ☛ Pupils will mix and blend colours to create a dramatic atmosphere whilst observing where light sources should fall on their planet. ☛ They will use sketchbooks to plan, annotate and reflect on their planet designs. ☛ Pupils will learn to paint in different shades to create depth with a three-dimensional effect. ☛ Pupils will research key features of a planet and reflect on the planet artwork of Ludek Pesek – a key artist commissioned to create artwork revolving around the planets. <p>Oil Pastel Space Shuttle:</p> <ul style="list-style-type: none"> ☛ Pupils will confidently control the types of marks made with oil pastels to define shape and experiment with different colour combinations, looking at harmonious and conflicting colours. ☛ Pupils will blend colours of varying shades to create toned features of their space shuttle. ☛ They will use their sketchbooks to experiment with colour blending and colour comparisons to create a decision for their final piece. ☛ Pupils will explore using different pressures with the oil pastels to research the varying effects that they can create. <p><u>Final Pieces</u> A painted planet in space design using watercolour, based on sketches and plans. An oil pastel space shuttle drawing.</p> | <ul style="list-style-type: none"> ☛ Pupils designed and made Viking Long Boats, where they explored a variety of materials to paint on. ☛ They used trial and error to establish a design of a Marvellous Medicine bottle through the using intricate line details. <p><u>What we will learn</u> Mayan Headdresses</p> <ul style="list-style-type: none"> ☛ Pupils will use sketch books to record and develop ideas and inspiration from researching Mayan headdresses. ☛ Pupils will continue to develop their mastery of drawing techniques including texture and depth. They will learn how to measure and compose a drawing that is correctly proportioned. ☛ Pupils will combine and use a variety of techniques and mediums to express the design of a Mayan headdress. This will include feather painting and using cutting techniques to gain a feathered effect. ☛ Use a range of media to create collages through layering to create a chosen effect. <p><u>Final Piece</u> A mixed-media Mayan headdress in the Maya style, based on research and initial “concept” sketches. This will be mostly sketch work, with some additional uses of material. Pupils will then make a collaborative sculptural piece of a Mayan headdress.</p> | <p>understanding of how to vary paint thickness, explore different surfaces</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will use sketch books to record and develop ideas and inspiration from researching Giuseppe Arcimboldo. ☛ Pupils will continue to develop their mastery of drawing techniques including texture and depth. ☛ Pupils will learn about the life and works of Giuseppe Arcimboldo. ☛ Work in a sustained and independent way to create a detailed drawing ☛ Use drawing techniques to work from a variety of sources including observation. ☛ Pupils will observe first-hand still life fruit displays where they will draw and shade using graphite pencils to capture the light source reflections. ☛ Pupils will then progress onto using shades of paint to capture the light source reflections from the different angles of the still life fruit displays. <p><u>Final Piece</u> A painted portrait in the style of Giuseppe Arcimboldo, based on sketches using real fruit as a model.</p> | <ul style="list-style-type: none"> ☛ They experienced varying their size of the digital brushes and digital inks. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will record, collect and store visual information using digital cameras. ☛ Pupils will present visual recorded images using software (Paint 3D). ☛ Pupils will be able to import an image to the relevant software. ☛ They will produce photographs of geographic features in the local environment. ☛ Pupils will produce close-up nature photographs using the macro tool. ☛ Pupils will look into how to compose a photograph using the rule of thirds. <p><u>Final Piece</u> Photographic images of geographical features and close-ups of local nature.</p> | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☛ Pupils will use sketch books to record and develop ideas with inspiration from the local area’s landmarks. ☛ Pupils will compare local landmarks to vintage travel posters where they will explore the key features to compose their own design. ☛ Pupils will plan and create printing aluminium templates that fit the shapes of significant buildings and key transportation for the local area such as trains and buses. ☛ Pupils will compare the foil printing technique with carving foam templates to print with. ☛ Pupils will learn how to use tools in a safe way - printing rollers, craft knives and metal rulers on foam cutting mats. <p><u>Final Piece</u> Printed piece of a local landmark and transportation vehicle, using aluminium foil printing.</p> |
| DT | <p>Design, Make, Evaluate</p> <p><u>Previous Learning</u> In year 4 they looked at designed and creating a musical instrument from recycled materials using skills such as: applying their understanding of how to reinforce structures; researching and sketching to design a final piece; selecting from a range of materials.</p> | <p>Design, Make, Evaluate, Technical Knowledge Cooking and Nutrition</p> <p><u>Previous Learning</u> In Year 4 they also looked at another culture’s artwork, studied and recreated it. They have not yet worked with clay for a whole project.</p> | <p>Design, Make, Evaluate Cooking and Nutrition</p> <p><u>Previous Learning</u> They have used a range of materials to create a wealth of projects in KS2 so far. They will have used recyclable materials confidently in term 1. They will have begun to look at food</p> | <p>Design, Make, Evaluate</p> <p><u>Previous Learning</u> They will have used their sketchbook skills confidently in Years 3 &4, as well as in the previous terms’ topics. They learnt about rocks and volcanos in Year 3.</p> <p><u>What we will learn</u></p> | <p>Design, Make, Evaluate, Technical Knowledge</p> <p><u>Previous Learning</u> They will have made their own toy car in Year 3.</p> <p><u>What we will learn</u></p> |

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| | <p><u>What we will learn</u></p> <ul style="list-style-type: none"> How to use research and develop design criteria to inform the design of innovative, functional, appealing rocket that is fit for purpose, traveling a distance. To explore rocket designs of existing rockets to use effective designs to make a competitive rocket. How to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design in sketch books and on paint 3D. To select from and use a wider range of tools and equipment to perform practical tasks including scissors, different types of glues, knives. Select from and use a wider range of materials and components from a range of recycled materials including foil, cardboard, plastic, paper. How to evaluate the effectiveness of their prototype and discuss what they would change should they repeat the experiment. <p><u>Final Piece</u> To produce their own rocket made from recycled materials, that will compete against other rocket designs to travel the furthest distance.</p> | <p>In Year 3 and 4 they began to develop their use of sketchbooks. Pupils have used Lego WeDo to design and build robots to perform a number of tasks.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> To explore the Maya culture and use this to inform their own designs. To understand that the Maya people used ceramics for a range of purposes including storage of food and beverages; as plates, cups and bowls and to commemorate people and events. How to replicate the style of vessel created and produce something that would have been fit for purpose How to use discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design to support their design process. How to work with clay carefully using appropriate tools and equipment to perform practical tasks accurately. Combine with their history and archaeology knowledge to investigate and analyse artefacts left by the Maya people. How to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p><u>Final Piece</u> To create their own Maya pottery made from clay.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> To use technical knowledge to create and program a robot to dance in the traditional Maya style. | <p>technology in the previous half term.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Research and analyse House of York and House of Lancaster crests and coat of arms to inform the design of an innovative and functional shield. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. What shields were used for and how to ensure that they are strong and reinforced. How to select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately Which appropriate materials and components to use in the creation, considering strength and colour. To compare existing shields and evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p><u>Final Piece</u> Tudor Shields made with their own crest and coat of arms.</p> <p><u>Cooking and Nutrition</u> <u>What we will learn:</u></p> <ul style="list-style-type: none"> Consider which food was available in Tudor times and how/why it differs to modern day. Evaluate the nutritional value of the Tudor diet and | <ul style="list-style-type: none"> Pupils will research how a volcano is formed and which natural materials it is made up of to support their geographical knowledge through design. What Modroc is and how to use it effectively to create a volcano. How to use materials – including Modroc- to build up texture on a 3D design. To study the appearance of volcanos and use photographs to help study the features and colours to replicate. To 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 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Evaluating if their design recreated a volcano. <p><u>Final Piece:</u> A working and erupting Modroc volcano.</p> | <ul style="list-style-type: none"> To look into the designs of a range of vehicles and how they have developed over time. How systems that use pulleys and gears work and how to replicate this. How our simple systems of pulleys and gears represent how vehicles work. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (decide who their newly designed vehicle has been created for). Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities To 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 Understand how key events and individuals in design (Ford) and technology have helped shape the world Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) <p><u>Final Piece</u></p> |
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| | | <ul style="list-style-type: none"> • To understand and use motors. • To understand and use gears to transfer movement from the motor. • To understand and use belt drives to transfer movements from the motor. • To apply their understanding of programming and controlling Lego • Evaluate designs against a criterion and propose improvements to make for next time <p><u>Final product</u></p> <p>A robot which can dance</p> <p><u>Cooking and Nutrition</u></p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Research the foods available in Central and South America to see how the Maya people ate. Evaluating their diet type and comparing to a healthy balanced diet. • Discover, prepare and cook a variety of dishes using a range of cooking techniques. • Understand seasonality and know where, and how, a variety of ingredients are grown/reared in ingredients to replicate the Mayan meals. <p><u>Final Piece</u></p> <p>A Maya style Salad</p> | <p>if it was a healthy balanced diet.</p> <ul style="list-style-type: none"> • Learn about the meaning of foraging and discover the types of food retrieved this way. Also discussing the impact of seasonality during these times. • Learn to cook and prepare sweet and savoury Tudor style delicacies, using various preparation and cooking techniques. <p><u>Final Piece</u></p> <p>To replicate a Tudor style food course.</p> | | <p>A woodwork vehicle with working mechanisms – pulleys and gears.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • In the school's annual Design Technology competition, pupils will be challenged to design and make a complex structure that can hold a given weight, using only the materials provided • As a class the pupils will research and evaluate different structure types that hold weight • Pupils will design a more complex structure, focusing on useful characteristics, based on a design criterion and show their design through drawings and presenting these on flipgrid. • Pupils will choose from a range of equipment, the most appropriate tools needed to build their design • Pupils will choose materials that will meet the criteria and be the most suitable to create a study and strong structure, understanding the importance of a material's functional properties. • Pupils will test their products before the competition and evaluate their design, making amendments exploring how to make it stronger and more stable. |
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| | | | | | <u>Final piece</u> A structure that supports a given weight |
| Residential/ Trips | <ul style="list-style-type: none"> ☺ 999 Hospital Trip ☺ National Space Centre (Leicester) | <ul style="list-style-type: none"> ☺ Kidzania | <ul style="list-style-type: none"> ☺ Burghley House, Stamford | | <ul style="list-style-type: none"> ☺ Peterborough Museum |
| PE | <p style="text-align: center;">Outdoor Adventurous Activities Dance/Gymnastics</p> <p>Outdoor Adventurous Activities <u>Previous learning:</u></p> <p>In Year 3 the pupils started to use maps, compasses and direction knowledge in their OAA lessons. In Year 4 they have built on their teamwork skills across a range of activities.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Develop map and compass skills (including using a key and identifying current locations) to direct and move others ☺ Perform and repeat sequences of movements in a group ☺ Display an understanding of fair play, working well with others and leading a small sized group <p>Dance/Gymnastics</p> <p><u>Previous Learning:</u></p> <p>The pupils were taught to use their bodies in a range of ways and come up with routines; they will have developed their partner work, fluency of movement and work safely with equipment.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Compose creative and imaginative dance sequences with clear stimuli ☺ Respond in the correct manner to a string of commands ☺ Perform expressively and precisely ☺ Repeat and perform more complex sequences of movements ☺ Use and develop knowledge of the body and exercise to improve various fitness components ☺ Copy, explore and create movements with control and coordination ☺ Pupils will be able to hold a balance showing balance and extension ☺ Create well executed sequences containing a variety of gymnastic components ☺ Can use and set up equipment safely | <p style="text-align: center;">Handball</p> <p><u>Previous Learning:</u></p> <p>The pupils have developed their skills to work as a team in the Autumn term's sessions. Handball will be a new sport to them.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Use fundamentals of movement to achieve success in competitive environment, individually and as a team ☺ With guidance participate displaying respect, fair play and working well with others ☺ Field, defend and attack tactically ☺ Utilise new skills in competitive situations, as an individual or part of a team ☺ Change direction at speed ☺ Pupils will be able to pass effectively in varied environments. ☺ Use knowledge of technique to suggest ways for peers to improve ☺ Display an understanding of fair play ☺ Uses knowledge of the relationship between the body and exercise to improve various fitness components | <p style="text-align: center;">Football</p> <p><u>Previous Learning:</u></p> <p>The pupils have worked well as a team (and competitively) in their previous Handball sessions. They would have covered Football in KS1, and some children would have competed in inter-school tournaments.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Use fundamentals of movement to achieve success in competitive environment, individually and as a team ☺ With guidance participate displaying respect, fair play and working well with others ☺ Field, defend and attack tactically by anticipating the direction of play ☺ Utilise new skills in competitive situations, as an individual or part of a team ☺ Pass and strike accurately ☺ Change direction at speed, pupils will be able to pass effectively in varied environments ☺ Use knowledge of technique to suggest ways for peers to improve ☺ Display an understanding of fair play, working well with others and leading a medium sized group ☺ Explain, summarise, self-assess and instruct others in an activity they have participated in | <p style="text-align: center;">Swimming/ Tag Rugby Rotational basis</p> <p>Swimming <u>Previous Learning:</u></p> <p>Pupils have attended swimming lessons in Years 3 and 4.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Swim competently, confidently and proficiently over a distance of at least 25 metres. ☺ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ☺ Perform safe self-rescue in different water-based situations <p>Tag Rugby <u>Previous Learning:</u></p> <p>Pupils have focused on the fundamentals of movement in competitive environments in football and handball. They were also introduced to Tag Rugby in Year 3.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Catch and throw to a target consistently in isolation ☺ Catch and throw consistently in a conditioned game scenario ☺ Develop agility ☺ Display an understanding of fair play, working well with others and supporting a medium sized group ☺ Develop ability to analyse performance | <p style="text-align: center;">Swimming/Athletics Rotational Basis</p> <p>Athletics <u>Previous Learning:</u></p> <p>Pupils have participated in Athletics sessions each previous year, as well as competed in Sports Day activities annually. They will have developed their competitiveness, agility and accuracy skills in previous lessons (Handball & Football).</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☺ Develop knowledge of how they can use their body to maximise performance ☺ Develop pupils' ability to sprint (over a range of distances), jump (triple jump), throw (varying techniques including javelin and shot putt) and hurdle effectively ☺ Utilise new skills in competitive situations, as an individual or part of a team ☺ Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run |

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| <p style="text-align: center;">Music</p> | <p style="text-align: center;">Charanga: Livin' On a Prayer Charanga: Classroom Jazz 1</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> 🎧 Pupils studied different rock songs in Year 4. 🎧 They have practised listening and appraising a range of pieces in KS2. <p>Autumn 1 Listen and Appraise:</p> <ul style="list-style-type: none"> 🎧 Livin' On A Prayer and other Classic Rock songs: 🎧 Livin' On A Prayer by Bon Jovi 🎧 We Will Rock You By Queen 🎧 Smoke On The Water by Deep Purple 🎧 Rockin' All Over The World by Status Quo 🎧 Johnny B. Goode by Chuck Berry 🎧 I Saw Her Standing There by The Beatles <p>Build on Knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Games 🎧 Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics) 🎧 Singing 🎧 Vocal health. 🎧 Working in a group/band/ensemble. 🎧 Explore the link between sound and symbol 🎧 Improvisation 🎧 Composition <p>Perform and Share</p> <p>Autumn 2 Listen and Appraise: Three Note Bossa and The Five Note Swing.</p> <p>Build on Knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Playing instruments 🎧 Improvising 🎧 Recognise instruments and features of key musical styles 🎧 Find the pulse together whilst listening to the song/s 🎧 Encourage listening with increasing concentration and with a deeper focus <p>Perform and Share</p> | <p style="text-align: center;">Charanga: Make You Feel My Love</p> <p><u>Previous Learning:</u> In the Autumn term, pupils will have developed their singing skills.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> 🎧 Make You Feel My Love and other Pop Ballads: 🎧 Make You Feel My Love by Bob Dylan - Adele version 🎧 Make You feel my Love - Bob Dylan version 🎧 So Amazing by Luther Vandross 🎧 Hello by Lionel Richie 🎧 The Way You Look Tonight by Jerome Kern 🎧 Love Me Tender by Elvis Presley <p>Build on Knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Warm Up Games (including vocal warm ups) 🎧 Flexible Games (optional extension work) 🎧 Learn to Sing the Song 🎧 Play Instruments with the Song 🎧 Improvise with the Song 🎧 Compose with the Song 🎧 Continue to learn to recognise and revisit different instruments. 🎧 Use correct musical language even more consistently during discussion and when describing feelings. <p>Perform and Share</p> <ul style="list-style-type: none"> 🎧 Find the pulse together whilst listening to the song/s. 🎧 Encourage listening with increasing concentration and with a deeper focus. 🎧 Continue to learn to recognise style indicators. 🎧 Continue to learn to recognise and revisit different instruments. 🎧 Use correct musical language even more consistently | <p style="text-align: center;">Charanga: Fresh Prince of Bel Air</p> <p><u>Previous learning:</u> Pupils have been listening to, analysing, discussing and appraising a range of music in Year 5. They have not yet covered Hip Hop in KS2.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> 🎧 Fresh Prince Of Bel-Air by Will Smith 🎧 Me, Myself And I by De La Soul 🎧 Ready Or Not by The Fugees 🎧 Rapper's Delight by The Sugarhill Gang 🎧 U Can't Touch This by MC Hammer 🎧 It's Like That by Run DMC <p>Build on Knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Warm Up Games (including vocal warm ups) 🎧 Flexible Games 🎧 Learn to Sing the Song 🎧 Play Instruments with the Song 🎧 Improvise with the Song 🎧 Compose with the Song 🎧 Continue to learn to recognise style indicators. <p>Perform and Share</p> | <p style="text-align: center;">Charanga: Dancin' in the Street</p> <p><u>Previous Learning:</u></p> <ul style="list-style-type: none"> 🎧 Previously learnt other similar soul/Motown music in Year 4. 🎧 Throughout Year 5 they will be practising singing, playing and performing as an ensemble. <p>Listen and Appraise:</p> <ul style="list-style-type: none"> 🎧 Dancing In The Street by Martha And The Vandellas 🎧 Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops 🎧 I Heard It Through The Grapevine sung by Marvin Gaye 🎧 Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell 🎧 You Are The Sunshine Of My Life sung by Stevie Wonder <p>Build on Knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Warm Up Games (including vocal warm ups) 🎧 Flexible Games 🎧 Learn to Sing the Song 🎧 Play Instruments with the Song 🎧 Improvise with the Song 🎧 Compose with the Song 🎧 Encourage listening with increasing concentration and with a deeper focus. 🎧 Discuss confidently other dimensions of music and how they fit into the music you are listening to. <p>Perform and Share</p> | <p style="text-align: center;">Charanga: Reflect, Rewind, Replay</p> <p><u>Previous Learning:</u> Pupils have learnt a variety of songs, genres, techniques and performance skills throughout the year; this unit will consolidate that learning.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> 🎧 Reflect on a range of different songs studied throughout the year from each unit. <p>Build on Knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 Developing an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from 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 🎧 Use correct musical vocabulary to describe music and link to feelings and emotions 🎧 Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts come together. |
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| | | | <p>during discussion and when describing feelings.</p> <ul style="list-style-type: none"> Discuss confidently other dimensions of music and how they fit into the music you are listening to. | | | |
| Computing | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt how to use technology responsibly and developed strategies to protect their personal information.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Safe sharing Use technology safely, respectfully and responsibly. Pupil to be made aware of how to search information on the internet and share with class using Microsoft Teams or Outlook being wary of spams and how to deal with it. Paint 3D Independently select, use and combine a variety of software to design and create content for space themed learning. Pupils will explore the contrast and benefits of 2D and 3D imaging. Age Appropriate Age Appropriate Pupils to be shown the age appropriate section of Think U Know website. They will learn the importance of age restriction and recognising which apps are appropriate for their age. | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt that communication online can be seen by others and where to go to for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Cyberbullying Pupil to be made aware of responsible use of chats and private channels on Teams and Apps. Show possible real-life events to reinforce how cyberbullying could affect and hurt someone. Identify ways to report concerns about content and contacts. Effective research Pupils will learn to recognise and select appropriate websites for research in writing. Learn ability to filter through the search engine safely to access content Presenting Independently choose a topic of interest from Space theme, research responsibly to create a presentation to share with peers. Pupils will independently select, use | <p>Coding: Lego We Do 2.0: Dancing Robots and Sound machine</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt the basic skills in coding through Lego WeDo 2.0.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Project Design: Dancing Robots Making links across the curriculum pupils will explore cultural dances (Mayas), movement linked to dancing to enable pupil to plan and design their coding project based on the topic. Collaborative design Pupils are encouraged to work collaboratively to build ideas using the Core We Do set and explore model library to see different type of dances they can programme to get inspiration. Sequence, select, repeat Pupils will explore how to use sequence, selection and repetition in a program to create a complex algorithm. Evaluate and debug Pupils will evaluate their project and debug the program to ensure the specific goal is achieved, by identifying the improvements to be made on the programming. Pupils will apply logical reasoning to solve bugs and explain their algorithm beginning to recognise how their algorithm works to ensure efficiency. | <p>Coding: Lego We Do 2.0: Dancing Robots and Sound machine</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt to decompose programs into smaller parts to aid identifying errors.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Project Design: Sound Machine During learning across the curriculum pupils will explore different instruments. They will use this to influence their coding project and identify the objective. Pupils will use 'connect' images and questions to facilitate collaborative discussion and ideas to identify a problem to solve. Explore Variables Pupils will keep documentation of their project by selecting and using a range of software. Pupils will review their design and explore working with variables. Test and Analyse Pupils will carry out their design using a range of resources. They will test and analyse constantly during the making process to build an efficient model and algorithm. Pupils to amend their designs and record any detected errors in their journey. Presentation and Explanation Pupils will present their project journey using a range of software, | <p>Minecraft: Python -Park and Recreation</p> <p><u>Previous learning</u></p> <p>Pupils will have experience using block coding in Minecraft and MakeCode providing a foundation of understanding of writing code.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Transition to python Confident coders will be encouraged to develop script computer language: python. The program allows for both block coding and script, to allow pupils to develop confidence in coding at their own pace. Coding Loops Pupils will become familiar with the basics of python coding and begin by writing and testing a simple program following a sequence of instruction to create a loop. Then allow the instruction to repeat and test the code Code a sequence of instructions Pupils will design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated and controlled by user. | <p>Minecraft: Python -Park and Recreation</p> <p><u>Previous learning</u></p> <p>Though previous coding lessons pupils will have learnt to writ more complex and efficient coding and will apply this to Python.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Code the different seasons for the park Pupils will write and test a simple program following a sequence of instructions to create a loop and then allow the instruction to repeat and test the code. Create code to animate the water feature Using logical reasoning, pupils will write, input and test an increasingly complex set of instructions to create loop and then allow the code to repeat and test the code Code to create Pupils will design, write and test a simple program that follows a sequence of instructions or allow a set of instructions to be repeated and controlled by user. |

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| | <ul style="list-style-type: none"> Trusted Adult <p>Pupils to identify their trusted adult in school to report to if they are concerned or worried about anything. Pupils to be made aware of OSC and Online Safety Coordinator.</p> | <p>and combine a variety of software. They will consider the benefits of each program from previous learning to determine the most appropriate.</p> | | <p>considering their audience. Pupils are encouraged to take pride in finding errors and making improvements. Pupils will be challenged to explain why their algorithm is efficient.</p> | | |
| French | <p>Salut! Core Unit 1: This is Me</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> First greetings Asking and answering -How are you? Asking for and giving names Numbers 1-10 Asking for and giving age | <p>Salut! Core Unit 2: My Country</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Vocabulary linked to where they live. Languages they speak Weather | <p>Salut! Core Unit 3: My Birthday</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Numbers 11 – 20 Days of the week Numbers 21 – 30 Months of the year The date | <p>Salut! Unit: Holiday</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Recognise some basic holiday vocabulary. Understand some sentences about animals at the zoo. Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure. Be able to translate French words using a bilingual dictionary with assistance. | <p>Salut! Unit: Eating Out</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Ask for items in a shop or restaurant Ask how much things cost Some basic weights How to order for others in a restaurant | <p>Salut! Unit: Hobbies</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Name hobbies Talk about types of music and giving a variety of opinions Say what musical instruments, they play. Talk about different types of film |
| RE | <p>Hinduism - What can story, and images of deities tell us about Hindu beliefs? AT1- How do Hindus practise their faith? AT2- What is the meaning of story symbols and actions used in worship and festivals?</p> <p>There is no previous learning on Hinduism.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will understand who practices Hinduism Understand origins of Hinduism Creation story and compare to stories from other beliefs | <p>How and why does religion help the poor? Fundraising/aid etc AT1- How are religious beliefs expressed through charity and generosity? AT2- How do religious charities express spiritual ideas?</p> <p><u>Previous Learning</u> Pupils are aware that members of the religion are called Christians. They have learnt the key elements of Christianity and that Christians believe in Jesus as son of God and Holy Spirit. They will be aware Christians believe in one God that created heaven, earth and the universe</p> <p><u>What we will learn</u></p> | <p>Christianity - Who people say that I am? AT1- How can people express their beliefs through art? AT2- What does it mean to be a Christian in Britain today?</p> <p><u>Previous Learning</u> Pupils have learnt about the three facts about Christianity: Followers of the Christian religion base their beliefs on the life, teachings and death of Jesus Christ. Christians believe in one God that created heaven, earth and the universe. The belief in one God originated with the Jewish religion. Christians believe Jesus is the "Messiah" or saviour of the world.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will discuss about the beginnings of Christianity Locate Israel on a map Create an image of Jesus | <p>Christianity - Are the 10 commandments still relevant today? AT1- What are the 10 commandments? AT2- How relevant are the 10 commandments in our daily life?</p> <p>There is no previous learning about 10 commandments</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils discuss teaching of Christianity- is it a good or bad thing? What are the 10 commandments? Understand and provide an example to explain the idea of trinity Are there any of the commandment important and relevant today- if so why | <p>Beliefs and actions in the world - What key beliefs influence people's faith and how do people live out their lives? AT1- How do religions and beliefs impact/respond to global issues? AT2- What makes us believe and have faith?</p> <p><u>Previous Learning</u> Pupils have learnt all religions respect the world around them and offer guidance on environmental issues and importance of taking care of the world and its beings that are believed to be created by God.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will explore and discuss the key aspects of religions, especially the people, stories and traditions which influence belief and values | <p>How has religion influenced People in local community– spiritually, socially and culturally Detectives – shop fronts, food, street names, art, statues etc AT1- What contributions do religions make to local life? AT2- How does the religious diversity of Peterborough makes us tolerant and respectful?</p> <p><u>Previous Learning</u> Pupils would have visited places of worship in Peterborough in previous years. They are aware that religions are celebrated in the community through festivals. They are aware that Peterborough is a multi-cultural society with diversity in religions and cultures.</p> <p><u>What we will learn</u></p> |

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| | <ul style="list-style-type: none"> Know how Hindus worship – deities, worship at home and Mandir(temple) Know the name of important deities and their importance to Hindus Similarities and differences in beliefs - comparing to other religions that pupils are already aware of | <ul style="list-style-type: none"> Pupils will reflect on the meaning and act of giving others -reasons Read story from Bible which teaches importance of giving Discuss pupils' understanding and they share experience of charity within their faith or in community- explore work of charities such as Christian Aid, Harvest time | <ul style="list-style-type: none"> Create images of heaven as perceived by themselves Visit to the church - Q & A session with Vicar to know about Christianity in modern day | <ul style="list-style-type: none"> Add a new commandment with reasoning | <ul style="list-style-type: none"> Identify and begin to describe the similarities and differences within and between religions Respond to the challenges of commitment both in their own lives and within religious traditions, recognizing how commitment to a religion is shown in a variety of ways Discuss their own and others' views of religious truth and belief, expressing their own ideas clearly | <ul style="list-style-type: none"> Pupils will identify what influences them, making links between aspects of their own and others' experiences Debate to ask important questions about religion and beliefs, making links between their own and others' responses Make links between values and commitments, and their own attitudes and behaviour. Explore and answer questions of identity, belonging, meaning, purpose, truth, values and commitments and then apply their ideas to their own and other people's lives Describe what inspires and influences themselves and others. |
| <p>PSHCE</p> | <p align="center">Me and My Relationships Beginning and Belonging</p> <p><u>What pupils will learn</u></p> <ul style="list-style-type: none"> How do we make sure we feel safe in our class and school? How do we build good relationships in our class? How do we make new people feel welcome and valued? How do I feel when I do something new? Which ways to calm down work for me? How do I solve problems? Who can I talk to when I need help? How can I help and support other people? Who is in my network of relationships and how has it changed? How can I develop new friendships and maintain existing ones? In what way is it positive to have differences between people? What different kinds of families are there? How can I manage some of the pressures on my relationships? | <p align="center">Citizenship Working Together</p> <p><u>Citizenship</u> <u>What pupils will learn</u></p> <ul style="list-style-type: none"> What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this? How could my skills and strengths be used in future employment? What are some of the jobs that people do? <p><u>Working Together</u> <u>What pupils will learn</u></p> <ul style="list-style-type: none"> How can I be a good listener to other people? How can I share my views effectively and negotiate with others to reach agreement? | <p align="center">Healthy and Safer Lifestyles Managing Risk</p> <p><u>What pupils will learn</u></p> <ul style="list-style-type: none"> When am I responsible for my own safety? How can I keep myself and others safe? How can I get the attention of an adult if I need to? Where can people go for help? How can I help people who need support? Can I carry out basic first aid? When might it be good to take risk? What are the different consequences of taking physical, emotional and social risks? How risky are different situations? | <p align="center">Healthy and Safer Lifestyles Safety Context</p> <p><u>What pupils will learn</u></p> <ul style="list-style-type: none"> How can I stay safe on the roads as cyclist or pedestrian? How do I keep myself safe in the sun? How can I stay safe in my home? How can I stay safe near railways? What helps to make school a safe place? How can I prevent accidents? | <p align="center">Healthy and Safer Lifestyles - Sex and Relationships Education</p> <p><u>What pupils will learn</u> School Nurse visit</p> <ul style="list-style-type: none"> How are babies made? How can I express my feeling positively as I grow up? When am I responsible for how others feel? What should adults think about before they have a baby? What are families like? | |

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| | <ul style="list-style-type: none"> Who do I get support from and how do I support others? | <ul style="list-style-type: none"> How can I persevere and help others to do so? How can I give, receive and act on sensitive and constructive feedback? | | | |
| Love Our Planet - Sustainability | <p><u>Previous Learning</u> Pupils would have learnt the scientific aspects of Planets in the Solar system, Space exploration and impact of the movement of Earth and Moon around the Sun and Earth respectively.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through gaining their knowledge during the initial learning about space in year 5, pupils could then explore and research further the natural resources found on Earth and other planets focussing on the fact why life on Earth is possible Compare and contrast natural resources on Earth with other planets in Solar system and understand why Earth is a special planet and how to protect the uniqueness and keep the planet safe for generations to live in. Through further exploration, research they could collaborate ideas to explain why conservation of these natural resource is important and the impact it has on planet Earth. Pupils could survey use of resources and materials in their daily lives, compare it to their parents/grandparent's times and find aspects of today's life in UK that would help sustainability of resources on Earth. | <p><u>Previous Learning</u> In Autumn term, Pupils had opportunity to explore natural resources found on Earth and conclude how these resources on Earth enables life forms to survive. In Year 4 they looked at local produce.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will learn what natural resources are and how humans use them to survive. Pupils will use research to determine the similarities and differences in the uses of natural resources between themselves as present day Britons, against the historical Maya Civilisation. Pupils will compare the early historical farming of the Maya, with farming in Modern Britain. | <p><u>Previous Learning</u></p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through comparison of life during Tudor times and life after such as Victorian-Industrial revolution until modern times, pupil explore factors responsible in rising concern of Earth's sustainability today – Pupil could enquire and discuss ideas that can be used from the past and present to create a more sustainable world – For example ways to recycle and reuse resources like it was done in the past time periods and finding ways to use sustainable technology from today's time to assist. | <p><u>Previous Learning</u> Pupils have gained understanding of the importance and the impact of natural resources on Earth.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Through research pupils try to understand the impact of urban living and consumption of fossil fuel affecting the global weather patterns, causing climate change. Pupils investigate how this human contribution/environmental factor causing natural disasters can be improved to make our planet Earth more sustainable and safer for future generations. | <p><u>Previous Learning</u> Pupils will have discussed Global Warming in a different context in Year 4.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> The relationship between transportation and climate change. Through research, pupils will understand the environmental impact of transport over the time. Pupils will compare and contrast historic and modern modes of transport and how they have affected the environment. Pupils will study different countries around the world focusing on those countries' individual impact on their national and worldwide environment. Pupils will take part in D & T projects relating to designing vehicles: they will consider the environmental impact of their designs in the design and evaluation stages. |
| | <ul style="list-style-type: none"> All About Me Week | <ul style="list-style-type: none"> Anti- Bullying Week Children in Need What's My Line Assembly | <ul style="list-style-type: none"> Kidzania, London Aspirations Afternoon | <ul style="list-style-type: none"> STEM SCIENCE WEEK | <ul style="list-style-type: none"> National Careers Week Inspiring Peterborough Week Academy Trade Fair |
| Careers and Employability | | | | | |



Year 6


| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | <i>The World at War</i> | | <i>Ancient Greece</i> | <i>We are Scientists</i> | <i>Brilliant Business</i> | <i>Showtime</i> |
| Subject Focus | History and geography | | History | Science | D&T, Art and Computing | Speaking and Listening |
| Overview | <ul style="list-style-type: none"> Soldier paintings Begin with the Great War key events e.g. Treaty of Versailles and move into WW2 to give background. Poppies – Remembrance Day Grandparents in for WW2 tea dance with cards on table to prompt discussions. | | <ul style="list-style-type: none"> Greek pottery patterns Science linked to Greek monsters. Greek Statues Charcoal drawings | <ul style="list-style-type: none"> Range of science activities covering science curriculum (revision) Investigation Planning, creating and presenting a personal project that can raise funds for the academy. Making games for a games fair using electrical circuits. | <ul style="list-style-type: none"> Designing, creating and developing a business idea Exploring different mediums and modes of sketching, printing and painting. Developing collage. | <ul style="list-style-type: none"> States of matter Animal adaption Light Art – set design costumes Production |
| Book Suggestions | <ul style="list-style-type: none"> Diary of Anne Frank When Hitler Stole Pink Rabbit Goodnight Mr Tom Piano – Literacy Shed | | <ul style="list-style-type: none"> Olympic Biographies Greek Myths - E2BN Website | <ul style="list-style-type: none"> Frankenstein Non-Fiction texts | <ul style="list-style-type: none"> Alma | <ul style="list-style-type: none"> Oliver Twist |
| Science | <p>Animals including humans</p> <p><u>Previous Learning</u> Describe the changes as humans develop to old age</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> By exploring the human circulatory system, pupils will be able to identify and label the main parts and explain how they contribute to a healthy human. Look at a blood smoothie to identify the components and their function within the circulatory system. Create a leaflet for Dr surgery to explain the | <p>Electricity</p> <p><u>Previous Learning</u> Identifying common appliances that run on electricity Simple circuits have been created and parts have been named. Pupils have identified whether a bulb will light up or not.</p> <p>Pupils have identified common conductors and insulators.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Through carrying out different types of scientific enquiries, pupils will explore the effects of voltage on electrical circuit components. Research and conduct a series of simple electrical circuit investigations and make comparisons about how the number of elements affect the circuit. Create a success criteria for an electrical Dragon's Den | <p>Living things and their habitat Evolution and inheritance</p> <p><u>Previous Learning</u> Described the differences in the life cycles of mammals Described the life process of reproduction in plants and animals</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Play a class "Guess Who?" game and discuss characteristics that are inherited and through discussions identify variations between yourself and others. Create Top Trump for a species of their choice – investigate characteristics, simple dominant and recessive genes and how these genes are used to breed. Play "Extreme Survivor" to identify which plants and animals survive in given environments – design and animal and a plant that should thrive and survive in a given environment. Research into the work of Darwin, Wallace and Anning – share and present as a Sway (focus on evidence to back theories on evolution and present logical findings). Explore online the evolution of flight in birds using the fossil record – present findings using their medium of choice. Write a "Just So" story about a creature and a distinguishing characteristic. | | <p>Light</p> <p><u>Previous Learning</u> Recognise that we need light in order to see things. Recognise that darkness is the absence of light. That light is reflected from surfaces. Light from the sun can be dangerous and how we need to protect our eyes. How shadows are formed when the light from a light source is blocked. Find patterns in the way the size of shadows change.</p> <p><u>What we will learn</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Investigate how light travels Understand that a light source is needed in order to see. Describe the movement of light off mirrors – make | |

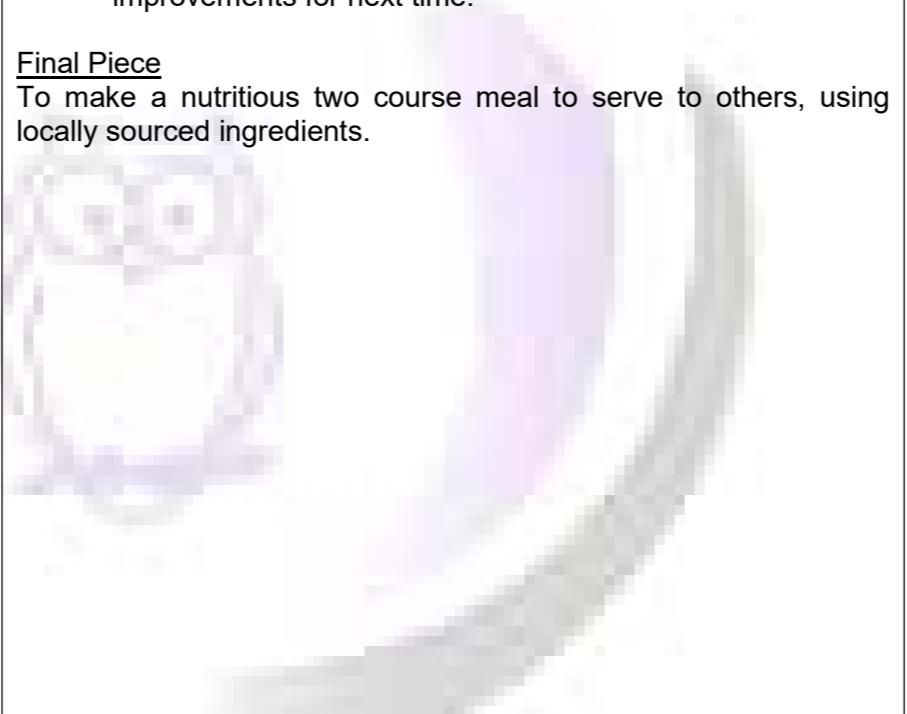
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| | <p>function and how blood is transported.</p> <ul style="list-style-type: none"> Compare diets and the nutrition value of each food group to recognise the impact of diet and exercise on a healthy lifestyle. Through WW2 topic, pupils will make comparisons about diet and look at how it has evolved over time. Using recommended websites, children research the effects of drugs on the body and create a drugs advert to Set up experiment to look at how nutrients and water are transported through the body. Label the digestive system and explain how nutrients and water are transported. Children make comparisons between animals and humans <p>Enquiry</p> <ul style="list-style-type: none"> How does blood travel through your body? What would the body look like without any water? What do you think would happen if you didn't have a heart? Is blood blue? <p>Working Scientifically</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | <p>challenge, using circuit diagrams and symbols to represent our ideas with explanation to the role of resistance in making components work.</p> <ul style="list-style-type: none"> Investigate the properties of a dimmer switch, compare different materials to find the most effective and design their own dimmer switch, identifying materials and tools for their design. Create and design a Christmas light (decoration circuit) explaining how the components work and evaluate the effectiveness of the circuit Create a sway to present electrical knowledge. <p>Enquiry</p> <ul style="list-style-type: none"> What is electricity? How can you describe its movement in a circuit? What are the benefits of a parallel rather than a series circuit? What are the differences in symbol for a cell rather than a battery? <p>Working Scientifically</p> <ul style="list-style-type: none"> Investigate a dimmer switch identifying materials and tools for their design, leading to the creation of a dimmer switch. Plan different types of scientific enquiries to explore the effects of voltage on electrical circuit components - record and present results graphically. Evaluate the fairness of the test. | <p>Enquiry</p> <ul style="list-style-type: none"> What is a fossil? How old is a fossil? How do you know? Why do you think fossils have changed over time? Is adaptation immediate or does it take time? <p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> Investigate Lineas and the classification of living things. Create classification routes for a range of living things and give reasons why they have decided on these classifications. Identify similarities and differences between animals, micro-organisms and plants. Organise animals, micro-organisms and plants into groups and sub-groups and explain why they are organised in this way. Create a feature-lead sweet classification system. Design and test out a classification key for birds, bees and butterflies. Explore learning in nature and use the environmental area to observe nature and leaves found in our local environment – design and test a classification key. Research animals/plants with unusual characteristics from around the world, creating and delivering a group presentation to the rest of the class. Design, describe, name and sketch a new creature that sits within one of the known classification groups. As a class, sort these animals using animalia system. <p>Enquiry</p> <ul style="list-style-type: none"> How are animals similar/different? How do microorganisms help the environment? How does bacteria spread? Can we have 'good' bacteria? <p>Working Scientifically</p> <ul style="list-style-type: none"> Investigate variation across specific plant and animal groups – looking at adaptations and the advantages and disadvantages of certain characteristics. Investigate features that support surviving in a certain environment and make comparisons. Research into the work of Darwin, Wallace and Anning – share and present as a Sway (focus on evidence to back theories on evolution and present logical finding) Explain scientifically how a given creature has evolved in terms of a specific characteristic. | | <p>a periscope to carry out investigation.</p> <ul style="list-style-type: none"> Write an explanation to explain if a human shadow has the same shape as the person casting it. Look at magnifying lenses suggesting which cannot magnify enough under given circumstances. Explain and demonstrate that light can be bent when it is slowed down. Explore how white light is split into different colours and how rainbows are created. <p>Working Scientifically</p> <ul style="list-style-type: none"> Give enquiry questions – children to plan and carry out investigations to solve those questions. They need to identify variables to be controlled and how to achieve a fair test and make comparisons. Record data and present findings through identifying patterns and drawing conclusions. Plan and carry out an investigation into the reflectiveness of given materials. Record results in a graphic form and identify patterns – evaluate and suggest further investigations from their findings – create a periscope. Carry out an investigation into shadow size and the position of a light source – draw a line graph and identify patterns in results. Plan and carry out a light colour mixing investigation and present findings in a chart. Research the work of Isaac Newton's theory of |
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| | <ul style="list-style-type: none"> • Record data and results of increased complexity. • Discuss the requirements of a fair test to establish accurate and meaningful results. • Investigate the impact exercise has on our heart rate, record results using a table and line graph – make comparisons across the class. • Research into the work of William Harvey and present to peers an accurate description of the unified system of circulation | | | | <p>light and make comparisons with Christiann Huygen's theory that light was made of waves.</p> |
| <p style="text-align: center;">History</p> | <p style="text-align: center;">World War 2</p> <p><u>Previous Learning</u></p> <p>Pupils will be able to give reasons for some important historical events and compare sources of information available for the study of different times in the past.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will produce a timeline of key dates and events leading up to the war and add to this, as key dates are looked throughout the topic. • Identify the countries involved in the war and determine whether they are allies or axis. • A local history study: a trip to the Stibbington centre involves pupils 'becoming' an evacuee for the day and learning about real people that lived locally who were evacuated during the war. • Consider thoughts and feelings of an evacuee and write a letter in role. • Pupils will gain an understanding of what rationing is and how it affected daily life. Make comparisons with recipes and use WW2 recipes to bake. • Gain an insight into propaganda through discussions about why propaganda was used, making comparisons between posters and identifying the most effective uses of it. • Identify the role of women within the war and how the role has changed from pre-war 2 to now. • Pupils will gain an understanding of what the holocaust is and the impact it had, through a Skype link with a National World War 2 Museum in New Orleans. | <p style="text-align: center;">Ancient Greece</p> <p><u>Previous Learning</u></p> <p>Pupils have used a variety of sources to explain and compare different times in the past.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Research and explore the four main time periods of the Greek Empire and present findings, giving a choice of how to do this. • Pupils will compare similarities and differences between myths, including the trojan war. Pupils will record a myth busters radio show. • Research the historical background of Esop's fables and create their own fable to read to a younger audience. • Pupils will gain an insight into the lifestyle and clothing of the Ancient Greeks and design their own eco-friendly, Ancient Greek fashion brand. | | | |

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| | <ul style="list-style-type: none"> Research how the war ended and take part in VE day celebrations. | <ul style="list-style-type: none"> Pupils will gain an insight into what it was like to go to school in Ancient Greece and make comparisons between then and now. Investigate Greek Olympics and do a direct comparison between the first Olympics and the London, 2012 competition. Pupils will go on to consider what the Olympics will look like in 2084. Explore the democracy of Ancient Greece, making links to the current day, British values. Immersive Ancient Greek day and a trip to a Greek restaurant (Salamis). | | | |
| Geography | <p style="text-align: center;">World War 2</p> <p style="text-align: center;">Plot the location of allied forces of Britain during WW2 using time-appropriate maps</p> <p style="text-align: center;">Compare the similarities and differences between city and country living during WW2</p> <p><u>Previous Learning</u> Previously, pupils will have learnt about the significance of the Prime Meridian and Greenwich Mean Time, gaining an understanding of the different time zones around the world. They will also have learnt about the key features of maps, using keys to help them locate human and physical points of interest. This term, the pupils will continue to use maps to help them understand the strategy involved in WW2.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Using a time-appropriate map of Europe, pupils will plot the location of the allied forces of Britain during WW2. Pupils will compare locations of the axis forces of Britain. Following research and a school trip to Stibbington, the pupils will make comparisons between countryside and city life from the evacuee's point of view. Using primary and secondary sources, the pupils will analyse the targets for The Blitz. The pupils will gain insight into why certain cities were targeted and where else was hit e.g. Hull and Coventry. The pupils will study the journey of a Jewish evacuee from Germany through Holland, Italy and France to England. | <p style="text-align: center;">Trade and Economy</p> <p style="text-align: center;">Explore the trade routes, produce, currency and exchange of Ancient Greece comparing it with the modern day</p> <p><u>Previous Learning</u> Pupils will have previously learned about the key weather patterns around the world and the various climatic zones across the continents. Pupils will have studied different methods of erosion by sea and river. Pupils will also have gained insight into the effect of humans on the environment over time and why we seek to manage and sustain it. This term, pupils will develop an in depth understanding of the trade routes, economy and the natural resources of the UK in comparison with Greece.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> Pupils will focus on human geography (trade routes and produce, currency and exchange) in Ancient Greece, drawing comparisons between modern day Greece and the UK. In order to contextualise this, pupils will study the shipwreck at Navagio Beach, Zakynthos. Using ICT, Pupils will research the trade between cities in both the Archaic and the classical periods, creating a Sway to present their findings. Using a range of sources, pupils will gain insight into the economic system of exchange in Ancient Greece and will then debate in groups the advantages and disadvantages of bartering. | | | |



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| Art | <p style="text-align: center;">Painting and Drawing (Technology)</p> <p><u>Painting</u></p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils can confidently control the types of marks made and experiment with the different effects and textures. • Pupils mixed and matched colours to create atmosphere and light effects. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will begin this topic by recapping and consolidating their painting skills. They should have the skill now to control paint to work in different ways; precise and accurate when needed yet loose and instinctive when required. They will practise this skill by, painting from observation, an enlarged section of Mary Bassett painting based on The Blitz: focusing on the contrast between fine line, precise painting and instinctive, loose painting. • To develop those skills further, pupils will again focus on their enlarged section of Mary Bassett's painting to practise embedding their confident ability to create 3D form, depth and distance using colour and tone. • The pupils will continue to paint from observation, describing different | <p style="text-align: center;">Painting and Drawing (Technology)</p> <p><u>Drawing</u></p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils will have created detailed drawings including hatching and shading. • They will have developed their skill in sketching using simple perspective; using a focal point and horizon – having an awareness of composition, scale and proportion. • Pupils will have developed drawing techniques to work from a variety of sources including observations, photographs and digital images. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will begin this topic by exploring the work of Henry Moore: displaying an understanding of how and when to sketch, and when to render a more confident line, using a developing ability to skilfully control the outcomes. Pupils will use small picture frames to “zoom in” on a segment of one of Henry Moore’s WW2 pieces to practise consolidate this skill. Resulting in a small section of his work being replicated using one-point perspective. • Pupils will again use a frame to zoom in on a certain area of one of Moore’s WW2 sketches and will sketch multiple versions of the same frame with the light source in various locations. The pupils will adapt and change their shading and sketching to depict the location of the light source whilst reflecting on their work. | <p style="text-align: center;">Sculpting (Technology)</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Experience of combining pinch, slabbing and coiling. • Pupils now have an understanding of different ways to finish clay work such as glazing, painting and polishing. • Pupils used recycled, natural and manmade materials to create sculptures. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will learn about how Parthenon marbles were made and will design their own Parthenon marble that they will later create using newspaper, mod roc and clay to sculpt a 3D story scene/tapestry whilst focussing on pinching, slabbing and coiling. • Pupils will continue in the design process by carving mythical creatures out of clay which they will incorporate into their design. • Pupils will then create and make their more complex 3D Parthenon Marble design in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. • We will develop our technological skills, using complex digital art on computers: drawing & painting programmes, vector drawing & photo manipulation for example. We will incorporate experimentation with design <p><u>Final piece:</u> Parthenon Marble</p> | <p style="text-align: center;">Collage (Technology)</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils used media to create collages. • They added collage to a painted, printed or drawn background. • Pupils used different techniques, colours and textures to design and make a piece of work. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will create a collage that represents their business idea. • To add depth to their work, pupils will add their collage to a painted backdrop that is in keeping with their business plan. This is an opportunity to revisit the painting skills learnt and taught in Autumn 1. • Pupils will use a variety of materials to represent their work. • Pupils will research the craftswoman Karla Schuster for inspiration and skill observations. They will then adapt her use of materials to develop their own skills when planning and experimenting for their final collage. <p><u>Final piece:</u> A backed collage that represents their business venture.</p> | <p style="text-align: center;">Textiles and Printing (Technology)</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> • Pupils experienced of 3D weaving. • Pupils produced a two-colour tie die on fabric. • They used a variety of techniques to create different textural effects. <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • The pupils will explore different stitch types e.g. cross-stitch and will practise the application of these stitches. • Using a Venn diagram, the pupils will explore the differences between positive and negative shapes and will sketch examples of each. They will plan how to incorporate these into their final pieces. • The pupils will then explore a variety of different materials they can use in weaving in order to eventually create a part of a costume for the Year 6 Production. • Using technology to aid planning and designing, the pupils will create a blueprint for a final piece on Paint 3D with labels and explanations. <p><u>Final Piece</u> Design and create a piece of costume/prop for our show using weaving, printing and stitching.</p> |
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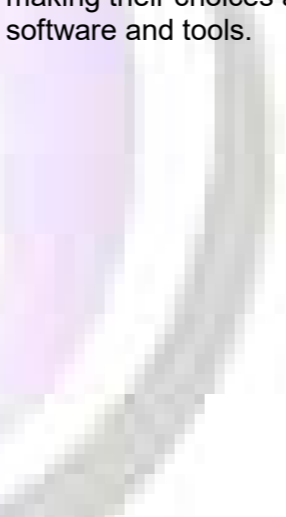
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| | <p>surfaces and textures forms using tone, line, texture and colour to express mood and feeling, based on Mary Bassett's Blitz paintings.</p> <ul style="list-style-type: none"> • Pupils will be then be tasked with creating their own interpretation of Mary Bassett's piece and will mix secondary and tertiary colours with control, care and sensitivity to show feeling and ideas. • The pupils will then add detail to their painting, demonstrating control and manipulation of paint to make things appear light and dark, near or far. Using techniques, colours, tones and effects in an appropriate way to represent things observed in the painting e.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. <p><u>Final piece:</u> An interpretation of Mary Bassett's Blitz paintings.</p> | <ul style="list-style-type: none"> • Pupils continue to consolidate their sketching skills in their sketchbooks and begin to draw with increasing confidence in their own personal style, inspired by the work of Moore's WW2 artwork. • The learning will progress to enable the pupils to begin the creation of a full-size replica of a piece of Henry Moore's WW2 sketches. • Pupils continue to create their Henry Moore replica and consolidate their sketching work whilst incorporating a range of media with increasing confidence (pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape for example) to enhance their sketch • Pupils are then given the opportunity to express their art using technology e.g. Paint3D, Minecraft Education. <p><u>Final piece:</u> An interpretation of Henry Moore's war time sketches.</p> |  | | |
| <p>DT</p> | <p><i>Design, Make, Evaluate</i></p> <p><u>Previous Learning</u> Pupils have made shields and used recycled materials to make rockets. They have used skills including researching and developing design criteria to inform designs of products that are innovative, functional, appealing products that are fit for purpose.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will explore different designs of shelters and make comparisons between them – narrowing this down to different types of Anderson shelters. | <p><i>Cooking and Nutrition</i></p> <p><u>Previous learning</u> Pupils will know where food comes from and the principles of healthy eating. They will already understand seasonality and where foods are grown, reared, caught and processed.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> • Pupils will discuss what makes a healthy meal and the nutrition value of different food groups. • Pupils will search recipe books for meal ideas that fit the criteria of the group and agree a meal. | <p><i>Design, Make, Evaluate and Technical Knowledge</i></p> <p><u>Previous Learning</u> Pupils have used a range of tools and equipment to make Anderson shelters. Pupils have evaluated against their own design criteria and considered the views of others.</p> <p><u>What we will learn</u></p> | <p><i>Design, Make, Evaluate and Technical Knowledge</i></p> <p><u>What we will learn</u> In the school's annual Design Technology competition, pupils will be challenged to design and make a complex structure that can hold a given weight, using only the materials provided</p> <ul style="list-style-type: none"> • As a class the pupils will research and evaluate | |

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| | <ul style="list-style-type: none"> Pupils will have discussions around possible materials and equipment for the Anderson shelter. Pupils will discuss the term scale and create a design for their Anderson shelter, focussing on the materials they will need. Pupils will explore the functional qualities of the materials used. Pupils will gather resources (materials and tools) to create and test the structures planned for the shelter, evaluating and amending throughout the project. Using a revised plan, pupils will select tools, materials and equipment to build their model shelter as per their design. Pupils will consider the effectiveness of the design through a final evaluation, considering sturdiness and how successfully they have met the criteria. Pupils will make suggestions of how they could improve their design in the future. <p><u>Final Piece</u></p> <p>To create a scaled model of an Anderson shelter from wood and corrugated cardboard.</p> | | <ul style="list-style-type: none"> Pupils will adapt meals to make more nutritious with healthy swaps and healthier cooking methods. Through research, pupils will identify how the foods they plan to use are grown, caught or reared. Pupils will also consider the seasonality of different fruits and vegetables and how this impact on the ingredients available to them. Pupils will work as a team to prepare an ingredients list and cost out on online shop. Pupils will use the menu to create invitations Through discussions, pupils will be made aware of food and hygiene procedures. To Prepare food for cooking- measure ingredients; wash, peel and slice vegetables; prepare for oven. To cook using a variety of methods including boiling and baking Pupils will ask for feedback on their meal and then evaluate the cooking process and the meal – focussing on any improvements for next time. <p><u>Final Piece</u></p> <p>To make a nutritious two course meal to serve to others, using locally sourced ingredients.</p>  | | <ul style="list-style-type: none"> Pupils will research key designers who have successfully manufactured games. Pupils will investigate and compare designs of games already on the market, considering the types of games which would be possible for them to create. Use research to develop a design criterion for their game, thinking carefully about their target market, and create a design for their product. Pupils will select from and use a wider range of tools and materials to create a prototype of their game. Pupils will evaluate this against the design criteria. Pupils will understand and use circuits in their games To make any adjustment necessary and using the design brief, pupils will create their game. Pupils will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. <p><u>Final Piece</u></p> <p>To make games that include an electrical circuit, for a games fair.</p> <p>different structure types that hold weight</p> <ul style="list-style-type: none"> Pupils will design a more complex structure, focusing on useful characteristics, based on a design criteria and show their design through drawings and presenting these on Flipgrid. Pupils will choose from a range of equipment, the most appropriate tools needed to build their design Pupils will choose materials that will meet the criteria and be the most suitable to create a study and strong structure, understanding the importance of a material's functional properties. Pupils will test their products before the competition and evaluate their design, making amendments exploring how to make it stronger and more stable. <p><u>Final piece</u></p> <p>A structure that supports a given weight</p> | |
| Residential/ Trips | <ul style="list-style-type: none"> PGL – 3 days at Caythorpe Court, Grantham | <ul style="list-style-type: none"> Stibbington WW2 day – travel Nene Valley Railway like evacuees if possible. | <ul style="list-style-type: none"> Salamis- Greek Banquet | <ul style="list-style-type: none"> Science Graduation Investigation week | <ul style="list-style-type: none"> Visits from Peterborough United owner and Apprentice winner. | <ul style="list-style-type: none"> Theatre visit and perform show. |
| PE | <p>Dance</p> <p><u>Previous learning:</u> The pupils have had the opportunity to compose creative and imaginative dance sequences with clear stimuli. They can respond in the correct manner to a string of commands and perform expressively and precisely.</p> | <p>Outdoor and Adventurous</p> <p><u>Previous learning:</u> Pupils have developed map and compass skills (including using a key and identifying current locations) to direct and move others. They can repeat sequences of movements in a group and display an understanding of fair play, working well with others and leading a small sized group</p> | <p>Invasion Games- Tag Rugby</p> <p><u>Previous learning:</u> They used fundamentals of movement to achieve success in competitive environment, individually and as a team. Pupils have learnt how to field, defend and attack tactically by anticipating the direction of play. They can utilise new skills in competitive situations, as an</p> | <p>Gymnastics</p> <p><u>Previous learning:</u> Pupil use and develop knowledge of the body and exercise to improve various fitness components. They can copy, explore and create movements with control and coordination and able to hold a balance showing balance and extension. Pupils can create</p> | <p>Striking and Fielding Games- Cricket</p> <p><u>Previous learning:</u> Pupils can catch and throw to a target consistently in isolation. They have learnt and developed their skills on how to catch and throw consistently in a conditioned game scenario. They have developed agility, their co-ordination & ability to field & strike</p> | <p>Athletics</p> <p><u>Previous learning:</u> The pupils have developed knowledge of how they can use their body to maximise performance. They can utilise new skills in competitive situations, as an individual or part of a team. Using their knowledge of technique, they can perform at an optimum level</p> |

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| | <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will gain an insight in to the steps involved in the waltz and the jive. • Pupils will learn the steps to the jive and the waltz. • Pupils will focus on being precise with the steps and following the steps precisely. • Pupils will evaluate in groups and look at how to improve the dance. • Pupils will perform the dances to parents at The Celebration of Learning | <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will focus on working well with others through playing blind folded games and mini team games • Pupils will be given equipment, a start and finish line and a time limit to get themselves and equipment from one side to the other, using all constraints given • Pupils will use maps and compasses to navigate around areas of the school, focussing on using a key and identifying current locations. • Pupils will set up an obstacle course and use a map to navigate other blindfolded pupils/groups around it. | <p>individual or part of a team. Pupils can pass and strike accurately and change direction at speed, pupils are able to pass effectively in varied environments.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will understand how to evade and tag opponents successfully by focussing on running at speed and changing direction. • Pupils will understand how to pass and receive a ball at speed and apply to a game situation • Pupils will refine and attacking and defending skills, focusing on decision making and tactical awareness • Pupils will work as a team to consider fair play in order to develop tactics, and apply this to a team game of tag rugby | <p>well executed sequences containing a variety of gymnastic components and can compose creative and imaginative sequences with clear stimuli, performing precisely.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Gain an understanding of how to set up and use the equipment safely • Explore how to do a pencil jump, cartwheels and handstands with control and precision • Pupils will practise balances and holding them for a given amount of time, focusing on balance and extension • Create routines using the gymnastic components already practised • In groups, evaluate how well executed the routines are. | <p>effectively in competitive situations.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will focus on catching skills by receiving balls from different heights and angles. Pupils focus on how to effectively catch the ball • Pupils will learn about what makes a successful fielder and play small games to practise throwing over long distances. • Pupils will gain an understanding of how to hold different bats accurately, then focussing on a cricket bat. Pupils will practise the hold and striking the ball; applying this to small games • Pupils will apply the skills learned to play a game of cricket | <p>in different types of throw, jump and run.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Pupils will gain an understanding of how they can use their body to maximise performance • Pupils will understand how to run competitively over different distances. Pupils will compare skills needed for short and long distances. • Pupils will refine their throwing technique with shot put and javelin, continuously evaluating and improving their technique. • Pupils will refine their jumping technique with triple jump, continuously evaluating and improving their technique. • Pupils will use their understanding of effectively jumping and apply this to hurdles. • Pupils will use skills acquired to compete competitively in events in a circuit system. <p>Swimming For pupils who need support with their swimming skills to be able to reach their end of KS2 expectations.</p> <p><u>Previous Learning:</u></p> <p>Pupils have attended swimming lessons in Years 3, 4 and 5.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] |
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| | | | | | | <ul style="list-style-type: none"> Perform safe self-rescue in different water-based situations |
| Music | <p>Charanga: Happy</p> <p><u>Previous learning</u></p> <ul style="list-style-type: none"> Pupils have listened to similar songs and appraised them. Pupils will also have had opportunities to play instruments. <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Happy by Pharrell Williams Top Of The World sung by The Carpenters Don't Worry Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Warm-up Games Flexible Games (optional) Vocal warm ups. Sing the song Happy Options: Include some instrumental and/or Vocal improvisation within the song Play your composition(s) within the song <p>Perform the song end-of-unit performance</p> | <p>Charanga: Classroom Jazz 2</p> <p><u>Previous learning</u></p> <p>Pupils will have begun to develop key skills to follow a tune when playing an instrument.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Bacharach Anorak Speaking My Peace Take The A train Meet the Blues Back O' Town Blues One O' Clock Jump <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Learn to play the tune/head Learn to play the middle 8 Improvise using instruments Compose your own tune/head Improvise using the notes of the tune/head <p>Perform and share</p> <ul style="list-style-type: none"> Play the tune/head and middle 8 Play the composed tune/head, improvise then tune/head to finish | <p>Charanga: A New Year Carol</p> <p><u>Previous learning</u></p> <p>Pupils will have developed an understanding of pulse, rhythm and pitch in previous units.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> A New Year Carol by Benjamin Britten A New Year Carol - Urban Gospel version I Mun be Married on Sunday by Benjamin Britten Fishing Song by Benjamin Britten Fishing Song Britten version and South African version <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Pulse Rhythm games Pitch games Vocal warm-ups and sing A New Year Carol (Britten) and/or sing A New Year Carol - Urban Gospel version <p>Perform the song</p> <ul style="list-style-type: none"> Sing both or one version of A New Year Carol | <p>Charanga: Women in music</p> <p><u>Previous learning</u></p> <p>Pupils have not covered a unit like this previously.</p> <p>Charanga: Women in music (New Unit)</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> contextual listening of the artists' work, video interviews and an option for pupils to create their own music based on their learning features empowering and inspirational female role models such as Anna Meredith, ESKA, Shiva Feshareki and Yolanda Brown <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Warm Up Games (including vocal warmups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song Compose with the Song <p>Perform the song</p> | <p>Charanga: You've Got A Friend</p> <p><u>Previous learning</u></p> <p>Pupils will have developed skills to enable them to perform a piece of music either as a song or with an instrument.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> You've Got A Friend by Carole King The Loco-Motion sung by Little Eva One Fine Day sung by The Chiffons One Fine Day sung by The Chiffons Will You Still Love Me Tomorrow by Carole King (You Make Me Feel Like) A Natural Woman by Carole King <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> Warm-up Games Option: Flexible Games Vocal warm ups. Sing the song You've Got A Friend Options: Include some instrumental and/or Vocal improvisation within the song Play your composition(s) within the song <p>Perform the song</p> <ul style="list-style-type: none"> end-of-unit performance | <p>Charanga: Reflect, Rewind and Replay</p> <p><u>Previous learning</u></p> <p>Pupils have learnt a variety of songs, genres, techniques and performance skills throughout the year; this unit will consolidate that learning.</p> <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Reflect - L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music Rewind and Listen Out! I Want You Back by The Jackson 5 Reflect - Composers and Composition (Jon Boden) Reflect - Armide Overture by Jean-Baptiste Lully - Baroque Rewind and Listen Out! Take The 'A' Train by Duke Ellington and Billy Strayhorn Reflect - Composers and Composition (Jon Boden) Reflect - The Marriage Of Figaro: Overture by Mozart - Classical Rewind and Listen Out! Walking On Sunshine by Katrina And The Waves Reflect - Composers and Composition (Jon Boden) Reflect - Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert - Romantic Rewind and Listen Out! Don't Worry, Be Happy by Bobby McFerrin Reflect - Composers and Composition (Jon Boden) Reflect - Sonata For Horn In F by Hindemith - 20th Century Rewind and Listen Out! The Loco-Motion sung by Little Eva Reflect - Composers and Composition (Jon Boden) |

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| | | |  |  | | <ul style="list-style-type: none"> 🎧 Reflect - Homelands by Nitin Sawhney - Contemporary Rewind and Listen Out! Man In The Mirror by Michael Jackson Reflect - Composers and Composition (Jon Boden) <p>Build on knowledge and understanding about the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> 🎧 A composition activity using the Music Explorer resource 🎧 Rhythm Grid work 🎧 The Language of Music 🎧 Rewind and Replay (Revision) - revisit songs from the year <p>Perform the song</p> <ul style="list-style-type: none"> 🎧 Prepare for a performance of songs and activities from the year. |
| <p>Computing</p> | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt what is appropriate and inappropriate behaviour online. They will have developed strategies for reporting concerns.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Respect Each Other Demonstrate ways to build positive and healthy online relationships and friendships. Describe strategies that can be used to respond to hurtful online behaviour, in ways that keep them safe and healthy. Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online. | <p>Using technology and the internet safely</p> <p><u>Previous learning</u></p> <p>Pupils will have developed using filters to help identify 'fake news' and considering to legitimacy of information online.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Think Before You Share Pupils will learn what it means to have a positive digital footprint. Using programs such as OneNote and Teams, pupils will learn how to communicate and collaborate respectfully. Considering what information is appropriate to share and how comments can affect others. 🎧 The Internet Pupils will understand how computer networks enable computers to communicate and | <p>Online safety: Gaming</p> <p><u>Previous learning</u></p> <p>Pupils will have learnt about age restrictions and the importance reporting inappropriate content and behaviour online.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Gaining trust Pupils will be taught to recognise identifying markers that may suggest someone may be lying online and that not everyone is who they say they are. They will be taught to recognise the dangers of private chat and the benefits of public chat. Pupils will learn how to use block and report within online programs to keep themselves safe. | <p>Using technology purposefully</p> <p><u>Previous learning</u></p> <p>Pupils will have developed their knowledge of a wide range of software to begin independently selecting software to achieve a given goal.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Data collection Pupils will select and combine appropriate software to collect scientific data. 🎧 Format data using Excel Pupils will learn to format scientific data using conditional formatting and creating rules. Pupils will also learn how to format numbers | <p>Minecraft: Variables (Python)</p> <p><u>Previous learning</u></p> <p>Pupils will have developed their block coding and computational thinking. They will also have been exposed to python.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Intro to Python Children will have opportunity to explore python in more depth and how it differs from block coding. Pupils will explore the purpose of script language for coding over block coding. 🎧 Loops and repetition Pupils will create code using loops and repetitions. Applying computational thinking and | <p>Minecraft: Variables (Python)</p> <p><u>Previous learning</u></p> <p>Pupils will have experience the available code in Minecraft and how to use them their knowledge of a wide range of software to begin independently selecting software to achieve a given goal.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> 🎧 Independent Coding project Pupils will design an independent coding project and solve problems by decomposing them into smaller parts. They will create programs which use variables. The project will use their coding skills to mimic a wind farm, exploring renewable energy and importance of computer coding in the real |

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| | <ul style="list-style-type: none"> ☛ Check it's for real Pupils will learn ways to critically evaluate what they see on social media and when researching. They will recognise that social media can mislead or misrepresent reality and identify different types of online scams people their age may experience, including 'phishing'. Pupils will identify sources of support outside of the academy for when they are worried about anything online. ☛ Protect Your Stuff! Pupils will learn why it is important to keep personal information private online. They will learn ways to keep personal information private online by using safety tools and privacy settings. Pupils will know how to find and ask for help if someone feels unsafe online. ☛ Trusted Adult Pupils to identify their trusted adult in school to report to if they are concerned or worried about anything. Pupils to be made aware of OSC and Online Safety Coordinator. | <p>collaborate. Pupils will also learn how to transfer data and information safely and responsibly to a third party via Teams.</p> <ul style="list-style-type: none"> ☛ OneNote – Hyperlinks Pupils will learn how to insert work into their OneNote by using hyperlinks. These hyperlinks will be to various other documents as well as web pages. Pupils will demonstrate this knowledge during the creation of their WW2 fact file. ☛ Collect, Analyse, Evaluate and Present Pupils will use a variety of computer software and programs to design and create a range of programs, systems and content for a specified audience. The pupils will then analyse their chosen medium for efficiency. ☛ Filtering digital content The pupils will use filters in search technologies effectively. They will also be taught to be discerning when evaluating the legitimacy of digital content and information. | <ul style="list-style-type: none"> ☛ Identifying inappropriate requests Pupils will identify inappropriate requests that may make them feel uncomfortable and know how to respond to keep themselves safe. Pupils will be taught about self-respect and understand to ask for help when they need to. ☛ Bribery Pupils will learn to recognising when someone is pressuring them to do something, they don't feel comfortable doing. They will know that this behaviour is unacceptable and how to report unwanted behaviour.  | <p>and dates, to better aid analysis.</p> <ul style="list-style-type: none"> ☛ Analyse data using Excel Using advanced filters on Excel, pupils will sort and analyse a range of data. Use advance formulae across sheets to inform scatter-graphs and the advanced sorting of columns. ☛ Evaluate and present data Pupils will evaluate their data and present by independently selecting and combining a range of software. Pupils will consider their audience when making their choices about software and tools.  | <p>developing more complex algorithms.</p> <ul style="list-style-type: none"> ☛ Positions Pupils will develop their code to use Coordinates and fill options. Exploring a range of variable to develop more complex algorithms. ☛ Efficient Builder Pupils will consider the range of available code to develop efficient algorithms. They will use a wide range of variables and regularly test and debug their programs. | <p>world. They will begin by designing the physical attributes and the code they will use. Then using the previous knowledge of the program and coding the pupils will code to build their design.</p> <ul style="list-style-type: none"> ☛ Animate the wind farm Pupils will bring their design to life, by creating a code using sequences, selection and repetition to mimic wind variation. They will use variables to indicate wind and generate power. Pupils will then test the code and use logical reasoning to debug and evaluate. ☛ Code an output Pupils will develop their previous coding to create an output of the power generated. Pupils will choose a purpose for the energy created by the windfarm then design and code this using a range of variables. Pupils will test their program and debug using logical reasoning. ☛ Present Project Pupils will present their project, explain their computational thinking and evaluate their project. |
| <p>French</p> | <p style="text-align: center;">Salut- School Trip</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ During PSHE and RE lessons pupils will recognise the cultural diversity of pupils and how to show respect for these diversities. ☛ Identify the difference between “mon”, “ma” and “mes” in the French text ☛ Form sentences about their favourite school trip, involving the positive or negative ☛ Say and write about what pupils do and don't like to do on school trips ☛ Learn and join in with familiar French songs | <p style="text-align: center;">Salut!- Seasons</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Understand the meaning of the pronoun “on” in sentences relating to the date ☛ Respond to questions requiring a more complex opinion, using sentence models ☛ Use a set of French instructions to make a Chinese lantern ☛ Recognise and use adjectives, understanding that they need to change according to a noun's gender and number | <p style="text-align: center;">Salut!- Environment</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy ☛ Use the third person singular form of the present tense to describe what an animal eats ☛ Prepare and present a short weather report, using sentence structures that differ from English structures, with little help | <p style="text-align: center;">Salut!- Jobs</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Recall, say and write job titles with their correct articles. ☛ Identify the future tense in information about jobs. Change regular singular nouns into their plural forms when writing a job description ☛ Write a short, descriptive passage about their dream job, using some irregular verbs in the third person, with little help ☛ Recognise and understand that “on” has | <p style="text-align: center;">Salut!- Visiting France</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> ☛ Build sentences in the perfect past tense about what they have eaten using a model to help. ☛ Follow and understand the main points and some of the detail from the recipe. ☛ Pupils will prepare and present a short presentation about why you should visit France. ☛ Ask questions about places to visit in France in the second person | |

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| | | | <ul style="list-style-type: none"> Gain an insight into French sentence structure and understand how it differs from English Use adjectives (to describe the seasons) that go after the noun in French appropriately | <ul style="list-style-type: none"> Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns | several meanings in French | singular using the correct intonation. |
| RE | <p>Buddhism- What does it mean to be a Buddhist? Can we all be enlightened? AT1- What does it mean to be a Buddhist? AT2- Can we all be enlightened?</p> <p><u>Previous Learning</u> No prior learning</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will visit the Drolam Centre and understand the key values of a Buddhist. Explain the importance of the Sights of Siddhartha Gautama Understand how Buddha reached enlightenment and what it means for Buddhists today Consider the impact of the Four noble Truths on Buddhists Design and give explanations for a sacred place linked to a Buddhist shrine Compare the lives of Buddhist monks, other Buddhists and myself. Compare Buddhist values to those of pupil's own views | <p>Equality- How could we make our society equal? AT1-Is the world fair? AT2- Can we change fairness in the world?</p> <p><u>Previous Learning</u> Understand how fairness is promoted in different religions.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will refine the term equality Gain an understanding of the difference between being treated equally and fairly Debate whether pupils believe the world is fair and whether this can change. Explore the meaning of equality within the Christian and Islamic faith. Identify similarities and differences and reasons for these Compare and contrast views on the roles of women and men across different religions Considering the religious views, pupils will present a sway or PowerPoint about equality across religions | <p>Christianity and Judaism- Is religion what you say or what you do? AT1- How are Christianity and Judaism different? AT2- Is religion what you say or what you do?</p> <p><u>Previous Learning</u> 10 commandments Understand what it means to be a Christian in Britain today.</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will investigate what the term religion means and present thoughts Discussions around whether religion is what you say or what you do. Explore the main teachings of Judaism and Christianity Compare and contrast the creation stories of Judaism and Christianity Research the rituals of both Judaism and Christianity and record similarities and differences | <p>Importance of Good- Why is it important to be good? AT1- Is it important to be good? AT2- Are only religious people good?</p> <p><u>Previous Learning</u> Understanding of how and why religions help the poor</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will explore the meaning of good and discuss whether it means the same to every pupil. Reflect on what makes a good person Consider whether only religious people can be good, Gain an insight into how good impacts communities locally and nationally | <p>Christians around the World- What is it like to be a Christian in Vellore? AT1- Where do Christians come from? AT2- What is it like to a Christain in Vellore?</p> <p><u>Previous Learning</u></p> <ul style="list-style-type: none"> Beliefs and actions that influence people's faith around the world How religion has influenced St. Ives <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will research and explore where Christians come from Consider why places are special to them and how these places make pupils feel Explore when and why people make journeys to special places Explain the mean of pilgrim and pilgrimage Examine and explore the meaning in a painting of the journey of Magi Research places of Christian pilgrimage and present information using a media of pupil's choice Write a letter from a Christian to a friend from a place of pilgrimage | <p>The Bahá'í Faith AT1- What is the Bahai Faith? AT2- Why are Churches so important?</p> <p><u>Previous Learning</u> No prior learning</p> <p><u>What we will learn:</u></p> <ul style="list-style-type: none"> Pupils will understand that the Bahá'í is one of the youngest world religions Explore how the Bahá'í faith started Research the key symbols in the Bahá'í faith Explain the places of worship and the significance of the designs Research and present information about special days and events in the Bahá'í faith |

PSHCE

**Citizenship
Rights, Rules and
Responsibilities**

What we will learn:

- Pupils will have an understanding of the school rules and how they can contribute to making and changing rules in school.
- Pupils will gain an insight into how they can make a difference in school.
- Pupils will compare places and the expected behaviours and discuss similarities and differences.
- Pupils will understand the basic rights of children and adults
- Research the laws in our country
- Gain and insight into how democracy works in our country and community.
- Research the roles of councils, councillors, parliament and MPs. Present findings to class
- Can I take part in a debate and listen to other people's views?

**Myself and My Relationships
Family and Friends (GOFO)**

What pupils will learn:

- Explore what network of relationships are and how they change.
- The need for friendships and how to maintain them and develop new friendships.
- Explore the ways people are different and discuss why this is positive.
- Compare similarities and differences between different kinds of families
- How to manage some of the pressures on relationships
- Analyse different support networks and know who to seek help from and how to support others

**Healthy and Safer Lifestyles
Drug Education
How to keep safe**

What pupils will learn:

Drugs

- Discussion about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others.
- Explore how drug use affects the way a body or brain works
- How medicines help people with a range of illnesses
- What misusing a drug means and the impacts it has.
- Research some of the laws about drugs and why companies advertise drugs.
- Understand the risks of substances
- Pupils will investigate how friends influence behaviour and decision making.

Personal Safety

- Gain an understanding of personal safety
- Explore how to help keep themselves safer but also how to be assertive
- Discussions around when it is appropriate to keep a secret and when it isn't

**Citizenship
Diversity and Communities**

What pupils will learn:

- Explore what makes up their 'identity' and that of other people and make comparisons between those locally and in the UK.
- Show an understanding of how to respect different views, lifestyles and beliefs
- Explore what stereotypes are and the negative effects of stereotyping
- Understand what groups and communities they are a part of
- Who works for the good of the community and how pupils can help
- Voluntary organisations and how they make a difference
- Research the role of the media and how it influences pupils and their community
- Gain an insight into who cares for the environment and what their contribution is

**Healthy and Safer Lifestyles
Sex and Relationships
Education**

What pupils will learn:

- What the male and female sexual parts called and what they do
- Gain an insight into what happens to the bodies of boys and girls when they reach puberty
- Explore what influences personal views of bodies
- How to keep the growing and changing body clean
- Research how the spread of viruses and bacteria be stopped
- Gain an insight into what HIV is

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| <p style="text-align: center;">Love Our Planet - Sustainability</p> | <p><u>Previous Learning</u> Pupils will have previously learned about farming methods in ancient civilisations and how that compares with modern methods of food production and explored how industrial revolutions have impacted on sustainable technology.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Through exploring the events that took place in WW2, pupils will look at the sustainability of food during the rationing period and how families needed to use food more economically. ☺ Pupils will discuss the importation of food and whether this was possible during this time. ☺ Pupils will investigate the type of food grown within the UK during this time and compare it to modern crop production. This will be linked to the changing roles of women such as the land army, where women went to work on the land. ☺ Pupils will compare WW2 recipes with modern day recipes to evaluate how quantities of food have changed and how we can use food more responsibly. | | <p><u>Previous Learning</u> Pupils will have previously learned about the key weather patterns around the world and the various climatic zones across the continents. Pupils will have studied different methods of erosion by sea and river. Pupils will also have gained insight into the effect of humans on the environment over time and why we seek to manage and sustain it. This term, pupils will develop an in depth understanding of the trade routes, economy and the natural resources of the UK in comparison with Greece.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Through studying the ancient Greeks will explore the Greeks' connection to land and natural resources, from ancient irrigation methods to modern permaculture and bio-energy development. Pupils will focus on human geography (trade routes and produce, currency and exchange) in Ancient Greece, drawing comparisons between modern day Greece and the UK. In order to contextualise this, pupils will study the shipwreck at Navagio Beach, Zakynthos. ☺ Pupils will study the Greek island of Crete to learn about how the earliest civilizations made use of natural resources and consider current-day challenges making farmers vulnerable. ☺ Pupils will also compare how the ancient Greeks used their land and explore how renewable energy technologies are now helping the island lower its carbon footprint. | | <p><u>Previous Learning</u> Pupils will have previously learned the natural resources found on the planet, which resources are finite and non-finite and ways to reduce our consumption of these resources through reusing and recycling them.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Through discussions in PSHCE pupils will gain an insight into who cares for the environment and what their contribution can be. | <p><u>Previous Learning</u> Pupils will have previously learned about reducing the consumption of finite natural resources and ways that we can care for the environment.</p> <p><u>What we will learn</u></p> <ul style="list-style-type: none"> ☺ Through researching renewable energy, pupils will design an independent coding project to mimic a wind farm, exploring renewable energy and importance of computer coding in the real world. ☺ Pupils will bring their design to life, by creating a code using sequences, selection and repetition to mimic wind variation. They will use variables to indicate wind and generate power. ☺ Pupils will develop their previous coding to create an output of the power generated. Pupils will choose a purpose for the energy created by the windfarm then design and code this using a range of variables. ☺ Pupils will test their program and debug using logical reasoning and will present their project, explain their computational thinking and evaluate their project. |
| | <p>Careers and Employability</p> | <ul style="list-style-type: none"> ☺ Character Counts Week | <ul style="list-style-type: none"> ☺ What's My Line Assembly ☺ Anti-Bullying Week ☺ Children in Need | <ul style="list-style-type: none"> ☺ Human utopia ☺ Aspirations Afternoon | <ul style="list-style-type: none"> ☺ Big Bang Event, Birmingham ☺ STEM SCEINCE WEEK | <ul style="list-style-type: none"> ☺ National Careers Week ☺ Inspiring Peterborough Week ☺ Young Enterprise Project (Our Business) ☺ Academy Trade Fair |