

Enquiry Question

YEAR 1

Environment

Why Is London Our Capital City?



Core Texts

UK Explorers

United Kingdom London

Location Knowledge:
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Place Knowledge:
Human and physical features of the four capital cities of the UK.

Human and Physical Geography
Main weather symbols and seasonal weather patterns in the UK.
Main differences between city, town and village.

Geographical Skills and Fieldwork
Use a map, atlas or globe to locate the four countries of the UK.
Use aerial photographs and plan perspectives to recognise landmarks of the UK.



YEAR 2

Environment
Community

Does Life Look Like this Everywhere?



World Explorers

United Kingdom and Non European Comparison – Kenya

Location Knowledge:
Name and locate the seven continents and the five oceans and the three main seas that surround the UK.
Identify the position of the equator, introducing the Northern and Southern Hemisphere.

Place Knowledge:
Understand similarities and differences of the geographical features of a place in England and in a small area of a non European country.

Human and Physical Geography
Identify the location of hot and cold places in the world in relation to the equator, Northern and Southern Hemisphere, North and South pole.

Geographical Skills and Fieldwork
Use world maps, atlases or globes to locate the seven continents, five oceans and a non-European country.
Use simple compass points N,E,S,W.



YEAR 3

Environment
Community

What Makes Our World Powerful?



**Extreme Earth
Mountains, Volcanos and Earthquakes**

Place Knowledge
Understand the geographical similarities and differences through the physical geography of a region in the UK (The Grampians) and A region in Europe (The Alps).

Location Knowledge:
Locate the world's countries, using maps to focus on naming and locating countries in Europe (including Russia).
Identify key topographical regions of the UK. This includes hills and mountains.

Human and Physical Geography
Describe and understand the key physical features and parts of a volcano and mountains.
Understand what causes an earthquake.
Describe and understand how settlements and land use are affected by physical geography and human geography.

Geographical Skills and Fieldwork
Use maps, atlases and globes to locate countries and describe features studied.



YEAR 4

Environment
Community

How Do We Protect the Stories of Our Rivers?



**The River that Flows Beside Me
Rivers and Water Cycle**

Place Knowledge
Understand the geographical similarities and differences through the physical geography of a region in the UK (River Thames) and A region in a European countries (River Danube).

Location Knowledge:
Identify the topographical regions of the UK. This includes coasts and rivers.
Name and locate counties and the cities of the UK.
Name and locate the main UK rivers and understand and explain why most cities are located by rivers and land-use patterns.

Understand how the land of the UK has changed over time.
Human and Physical Geography
Describe and understand the key physical features of a river.
Understand the impact of the water cycle.

Describe and understand the different types of settlements and land use.
Geographical Skills and Fieldwork
Use standardised sampling techniques (Samples of water from different parts of a river).
Use satellite images to identify human and physical features changing over time.
Use a range of methods to present data.



YEAR 5

Environment

If I Travel Pole to Pole, How Would The World Change Around Me?



**Pole to Pole
Climate Zones and Biomes**

Location Knowledge:
Identify and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Identify the position and significance of lines of latitude, using them to locate.
To know the significance of the equator, northern and southern hemisphere.

Place Knowledge
Understand the geographical similarities and differences between living in the UK, Europe, North and South America.

Human and Physical Geography
Describe and understand what is meant by biomes and what the features of specific biomes are, including the key physical aspects of vegetation belts and the relationship between biomes and climate zones.

Geographical Skills and Fieldwork
Use six-figure grid references.
Use graphs to record features such as temperature and rainfall across biomes.
Interpret data collected and make comparisons and judgements.
Express balanced opinions about geographical issues, using sources of evidence to support.



YEAR 6

Environment
Community

How Do We Make Our World More Sustainable?



A Sustainable World

Place Comparisons

Location Knowledge:
Name and locate a number of world countries.
Locate and name some North American and South American countries.
Name and locate contrasting socio-economic countries.

Place Knowledge
Understand the geographical similarities and differences between living in the UK, a European country, a North American and South American country.

Human and Physical Geography
Describe and understand key aspects of economic activity and trade links.
Describe why industrial areas and ports are important.
Understand the distribution of natural resources including energy, food, minerals and water.

Describe main human and physical differences between developed and developing nations.

Geographical Skills and Fieldwork
Use six-figure grid references.
Use maps, atlases and GIS to locate countries.
Use quantitative and qualitative methods of data collection to support geographical enquiry.
Analyse findings of geographical enquiries in order to draw conclusions and present them to a specific audience.

Geography

YEAR 1

Authors learning to write

- Information text including fact file on Michael Bond
- Postcards- recounting events
- Narrative: descriptions
- Narratives: story settings
- Narrative Poetry



Author Study
Michael Bond

Poems we will listen to

- Discover the Magic of Big Ben and Tower Bridge!
- London by Oscar Williams
- The London Eye
A Descriptive Poem

YEAR 2

Authors learning to write

- Information text including fact file on Roald Dahl, writing in the style of an author
- Narrative: character descriptions
- Narratives: story settings
- Non-Chronological reports
- Letters
- Poetry- repetition in poetry



Author Study
Roald Dahl

Poems we will listen to

- Where Zebras Go
- Volcano Poem-
- Earthquake: A Science Poem

YEAR 3

Authors learning to write

- Information Text- Fact Fil
- Explanation Texts
- Narrative Adventures
- Newspaper reports
- Narrative Poetry



Author Study
Meredith Hooper

Poems we will listen to

- Where Zebras Go
- Volcano Poem-
- Earthquake: A Science Poem

YEAR 4

Authors learning to write

- Letters to a character
- Narrative: Setting Description
- Haiku Poetry
- Explanation Text
- Newspaper report
- Persuasive speech



Author Study
Gill Lewis

Poems we will listen to

- "I am Water"
- River Haiku
- The Rainbow by Christina Rossetti
- Water Water Everywhere

YEAR 5

Authors learning to write

- Diary recounts
- Setting descriptions
- Balanced argument
- Explanation texts
- Newspaper report
- Nonsense poetry



Author Study
Abi Elphinstone

Poems we will listen to

- Memorable Biomes Poems:
- Whispers of the Arctic Night
- Summer's Buzzing Dance

YEAR 6

Authors learning to write

- Non-chronological report
- Narrative writing
- Persuasive speech on sustainability
- Diary recount
- Narrative: character description
- Narrative: adventure story
- Letter
- Persuasive writing
- Review



Author Study
Shakespeare

Poems we will listen to

- Daffodils by William Wordsworth
- "Shall I compare thee to a summer's day" by Shakespeare
- Jerusalem by William Blake

Writing

Reading Drive

READING

DRIVE

Fluency and Comprehension



Fluency and Comprehension

- The Colour Monster
- Lucy's Blue Day
- The Tunnel
- The Day the crayons quit
- Masai and I
- I'll take you to Mrs Cole
- Dick King Smith – the Hodgeheg, Henry Pond the Poet, Aristotle
- The legend of Spud Murphy
- Ottoline and the Yellow cat

Fluency and Comprehension

- Rocks and fossils
- Plants
- Novels volume 2
- Different cultures
- Notable people vol 1
- Children's classic 2

Fluency and Comprehension

- Disney songs
- Habitats
- Jennifer kellick
- Migration
- Poetry volume 2
- rivers

Fluency and Comprehension

- Antarctic explorers
- Children's classics vol 1
- Picture books vol 1
- Poetry vol 2
- Rainforests

Fluency and Comprehension

- Circulatory systems- red blood cells
- Preventing heart disease
- Children's classics- Treasure Island extract
- Children's classics- Swallows and Amazons Extract
- Children's Classics- Oliver Twist Extract
- Poetry-Ozymandias
- Poetry- The Moment

Working as Mathematicians

- Numbers 0-20
- Unitising and coin recognition
- Position and Direction
- Time

Working as Mathematicians

- Money
- Fractions
- Time
- Position and Direction
- Sense of measure: capacity, volume and mass

Working as Mathematicians

- Unit fractions
- Non-unit fractions
- Parallel and perpendicular sides in polygons
- Time

Working as Mathematicians

- Review of fractions
- Fractions greater than 1
- Symmetry in 2D shapes
- Time
- Division with remainders

Working as Mathematicians

- Fractions
- Converting units
- Angles

Working as Mathematicians

- Statistics
- Ration and Proportion
- Calculating using knowledge of structures
- Solving problems with two unknowns
- Order of operations

Maths

Science

YEAR 1

Working Scientifically Animals, including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



YEAR 2

Working Scientifically Animals, including humans

- Notice that animals, including humans, have **offspring** which grow into adults
- Find out about and describe the **basic needs of animals**, including humans, for survival (water, food and air)
- Describe the importance for **humans of exercise, eating** the right amounts of different types of food, and **hygiene**

Living Things and Their Habitats

- Living, dead, and things that have never been alive
- 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
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.



YEAR 3

Working Scientifically Plants

- Identify and describe the **functions** of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- 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.

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter



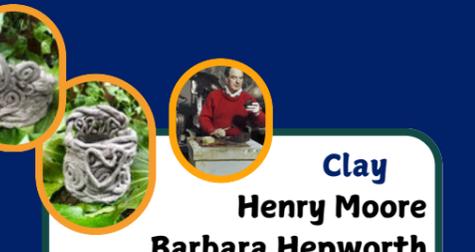
YEAR 4

Working Scientifically Living Things and Habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that **environments can change** and that this can sometimes pose dangers to living things

States of Matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



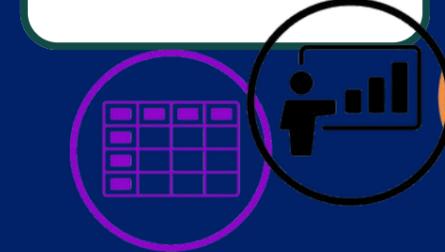
YEAR 5

Working Scientifically Living Things and Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Animals, including Humans

- Describe the changes as humans develop to old age.



YEAR 6

Working Scientifically Animals, including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans



Art

Drawing Bears

Illustrator Peggie Fortnum Robert Alley

- Use a pencil/chalks/charcoal/ pens etc. to make representations of their own ideas.
- Use pencils to create lines of different thickness in drawings.
- Experiment with different mark making techniques i.e. hatching, cross hatching, stippling
- Talk about the different shapes and lines within their drawing.
- Use a pencil to create at least 2 different shades.
- To say which drawing tool would be the most appropriate to use, based on their knowledge of them. (E.g. sheep's wool)
- Draw with chalks or pen?)
- Talk about their own drawing and compare it to one by a famous artist.
- Identify mark making techniques on other artists work.
- Hold the pencil differently for drawing, sketching and shading i.e. tip of pencil, side of lead, light, small mark making.



Painting Blossoms

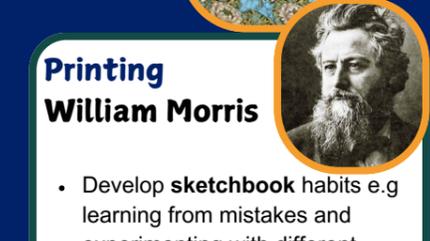
George Seurat

- Develop **sketchbook** habits e.g. learning from mistakes and experimenting with different media (D).
- Gain experience in **applying colour** with printing.
- Explore using resist paste and batik.
- Create a **repeating pattern** in print.
- Explain how printing plays an important role in all our lives.
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- **Review** and identify changes they might make or how theirs better.



Printing William Morris

- Develop **sketchbook** habits e.g. learning from mistakes and experimenting with different media (D).
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Clay Henry Moore Barbara Hepworth Jennifer McCurdy

- Use a **sketchbook** to record basic observations (P) and how these inform a final piece of art using different tools and techniques.
- **Sculpt** clay and other mouldable materials.
- **Design** in a sketchbook and execute it.
- **Adapt** work as and when necessary and explain why.
- Use **language** appropriate to skill and technique.
- Discuss and **review** own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed ther.



Movement in Sculpture Wire Muybridge

- Use **sketchbooks** to capture and develop ideas (P) using different tools and techniques (D).
- Produce sculpture with increased **control** and **accuracy**, experimenting with different materials, (D)
- Use **techniques** to create a structure (P).
- Add finer detail to **enhance** the purpose and aesthetics of the sculpture using appropriate tools (P).



North America Painting Portraits Frida Kahlo

- Use **sketchbook** to record observations (P) and develop own techniques, commenting on the effectiveness of these.
- **Think critically** about ideas, captured from a range of sources (P) in sketchbooks to justify decisions in their own artwork.
- Explain why different tools and techniques have been used to create art when capturing ideas in the sketchbooks.
- Show facial expressions and body language in sketches and paintings.
- Identify the features of expressionism.
- Experiment with multi-media.
- Explore negative space.



Design & Technology

YEAR 1

Mechanisms Sliders and Levers

Designing, Making and Evaluating

Technical knowledge & understanding

- Explore and use sliders and levers.
- Understand that the different mechanisms produce different types of movement.
- Know and use technical vocabulary relevant to the project.



YEAR 2

Textiles Sewing Templates & Joining Techniques

Designing, Making and Evaluating

Technical knowledge & understanding

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understanding how to join fabrics using different techniques e.g. running stitch, glue, over stitch and stapling.
- Explore different finishing techniques, e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.



YEAR 3

Structures Shell Structures/CAD

Designing, Making and Evaluating

CAD-Use general purpose software to draw accurate shapes.

Technical knowledge & understanding

- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
- Develop and use knowledge of how to construct strong, stiff shell structures.
- Know and use technical vocabulary relevant to the project.



YEAR 4

Electrical Circuits Simple circuits & switches

Designing, Making and Evaluating

Technical knowledge & understanding

- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.
- Apply their understanding of computing to program and control their products.
- Know and use technical vocabulary relevant to the project.



YEAR 5

Structures Frame Structures/CAD

CAD-Use general purpose software that can be used to draw accurate shapes, such as 2D Primary by Techsoft, or Tinkercad.

Designing, Making and Evaluating

Technical knowledge & understanding

- Develop and use knowledge of box and frame structures and, where appropriate, more complex 3D structures,
- Develop and use knowledge of how to construct strong, stiff frame structures.
- Know and use technical vocabulary relevant to the project.



YEAR 6

Mechanisms Gears and Pulleys Electrical systems Circuits and buzzers

Designing, Making and Evaluating

Technical knowledge & understanding

- Understand that mechanical and electrical systems have an input, process and output.
- Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.
- Know and use technical vocabulary relevant to the project.
- Understand and use electrical systems in their product.
- Apply their understanding of computing to program, monitor and control their products.



Religious Education & World Views

Places of Worship Judaism, Islam and Christianity

What do symbols tell us about beliefs about God/humans/the world around us?

- Where are special places?
- Why are special places important?
- What are places of worship and how the link to special places.
- Why do Muslim's, Christians and Jewish people go to these special buildings?
- What happens in a Mosque, Church and Synagogue?



God Christianity

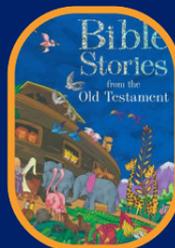
What do Christians learn/understand about God through Old testament Bible stories?

- Explain how Christians read the bible for God's big plan.
- How God protects and guides Christians?
- What are the commandments and How do they support Christian's to express their beliefs?
- How are parables from the bible important? How do Christians learn from them?

Being Human Christianity

What does the Bible say about how Christians should treat others/live their lives?

- How they should treat others? What does this mean?
- What are the commandments and How do they support Christian's to express their beliefs?
- What is the Golden Rule? How do these beliefs link to how God created the world?
- How do Christians learn from Adam and Eve?



Community Islam

How is Muslim worship expressed collectively?

- What is Ummah and Why Muslims go to the Mosque for a sense of community?
- Re capping the 5 pillars of Islam.
- Why is Prayer so important and how is it such a significant way of their life?
- What other roles does the Mosque play?
- Looking at the Mosque, Mecca in a way that allows Muslim's to express themselves collectively.

Pilgrimage Judaism and Islam

- What is a special place that allows you to feel safe?
- What does this mean and how does this look for the non-religious people?
- Linking to Islam and Judaism.
- What is a pilgrimage and how does this look for both religions?
- Where do the go and why?
- How does this make them feel?



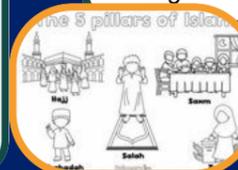
God Islam

What do the main concepts of Islam reveal about Allah?

- How do the 5 pillars of Islam and the Sharia Law alongside the Qur'an play a vital role in the rules of Islam?

Forgiveness Judaism

- What is forgiveness?
- Who shows it and How can this be seen?
- Why are the festivals of Rosh Hossannah and Yom Kippur important to Jews when linked to forgiveness?
- How can the festivals of Easter and Eid link to these in relation to the Christian and Muslim person?
- How do stories from the sacred texts teach about forgiveness?



Spirituality New Religious Movements

How does this effects people? What are your thoughts on spirituality and how it can affect people's lives?



Being Human Hinduism

How might a Hindu seek to achieve moksha?

- What is Moksha? What is Liberation?
- How does a Hindu's atman, karma and Dharma affect Moksha?
- How do the yoga paths link to Moksha?
- What is the importance of reaching Liberation for a Hindu?

World Views What is my World View?

- What are World Views?
- Recap World Views for each religion taught. What have we found out?
- What are our World Views?



YEAR 1

Feelings and Friendships

How do we feel?

- Recognise and describe different feelings in themselves.
- Know how feelings affect people's bodies and how they behave.
- Know that feelings change and not everyone experiences the same feeling in the same situation.
- Recognise 'big' feelings and how to manage them.
- Know about different kinds of change and how change can affect people.

Money

What can we do with money?

- Know what money is, where it comes from and why we need it.
- Know the difference between spending and saving money so I can make informed choices.
- Know why it is important to keep money safe and ways of doing this.
- Know the difference between things that we want and things that we need.
- Identify different jobs of people in the community and know that jobs help us earn money to pay for things.
- Learn about strengths and interests someone might need to do different jobs.

YEAR 2

Safety and Risk

How can we keep safe in different places?

- Recognise risk in everyday situations and know how to minimise harm.
- Know how to keep safe at home (including electrical appliances) and fire safety.
- Sun safety
- How to keep safe with medicines.
- Road safety
- What to do in an accident if someone is harmed.
- Basic rules to keep safe online (personal information).
- Know who to go to if I need help.
- Acceptable/unacceptable contact and how to respond.
- The importance of not keeping secrets that make me feel uncomfortable.
- Responsibility to keep my self safe. (safety network)



YEAR 3

Safety and Risk

What are the rules that keep us safe?

- Know the difference between safe and unsafe
- Understand the difference between danger and risk in different situations.
- Identify risk and make the situation safer.
- Know that all drugs can be harmful if not used properly.
- Know about the risks and effect of legal drugs common to everyday life (cigarettes, vaping, alcohol, medicines)
- Know how to make a clear and efficient call to emergency services if necessary

Feeling and Friendships

How do we grow and change?

- Know what physical contact is acceptable.
- Recognise correct names for sexual parts of the body .PANTS – good or bad touch
- Know the difference between safe and unsafe secrets or surprises.
- Know that change is part of growing up and
- Understand the needs of a new baby.
- Consider the impact of a new baby on family life and develop strategies to cope with change.

YEAR 4

Health and Wellbeing

How can we look after our mental health?

- Recognise the importance of taking care of mental health.
- Recognise warning signs about mental health and how to seek support. To recognise and manage positive and negative thoughts effectively
- Understand that some changes can be difficult, but that there are things we can do to cope.
- Use mindfulness techniques to keep calm.
- Identify uncomfortable emotions and manage them effectively
- Apply a positive attitude towards learning and take on new challenges.

Rights and Responsibilities

How can our choices make a difference to others and the community?

- Know that decisions have consequences - positive or negative.
- Identify a risky situation and act responsibly.
- Understand that I can choose not to do something that makes me feel uncomfortable.
- Know about dangerous substances and how they affect the human body.
- Know about organisations that can support people concerning alcohol, tobacco and drug use; people they can talk to if they have concerns.
- Identify situations that might make someone feel unsafe and how to dealing with unsafe situations.

YEAR 5

Safety and risk

How can we be safe online and using social media?

- Recognise that we have different attitudes to risk taking and, ultimately, what action we take is our choice.
- Know how to keep myself safe online.
- Identify cyber bullying and know how to deal with it.
- Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- Recognise and manage dares

Health and Wellbeing

My Body: what choices affect my health?

- Know that my body belongs to me and that I have control over what happens to it.
- Understand why getting enough sleep is important.
- Understand how to take care of my changing body.
- Understand the harmful effects of using drugs, including alcohol, and tobacco
- Know the difference between safe and harmful drugs.
- Understand what a positive body image is.

YEAR 6

Rights and Responsibilities

How can the media influence people?

- Know that my body belongs to me and that I have control over what happens to it.
- Understand why getting enough sleep is important.
- Understand how to take care of my changing body.
- Understand the harmful effects of using drugs, including alcohol, and tobacco
- Know the difference between safe and harmful drugs.
- Understand what a positive body image is.

Feelings and Friendships

How do friendships change as we grow?

- Know what constitutes a positive, healthy relationship
- know the correct terminology to be able to take about my body safely, accurately and with confidence
- Know how my body will, and emotions may, change as I move through puberty.
- Understand about human reproduction.
- Know about adult relationships and the human life cycle including human reproduction (how a baby is made and how it grows)



Creating Media Digital Writing

- Exploring the keyboard
- Adding and removing text
- Exploring the toolbar
- Making changes to text
- Explaining my choices
- Pencil or keyboard

Programming

Programming Animation

- Comparing tools
- Comparing blocks
- Make a change
- Adding sprites
- Project design
- Following my design



Online Safety Health, Wellbeing and Lifestyle

PROJECT EVOLVE

Creating Media Digital Music

- How music makes us feel
- Rhythm and patterns
- Sound-How music can be used
- Notes and tempo
- Creating digital music
- Reviewing and editing music

Programming Desktop Publishing

- Scratch JR recap
- Commands and outcomes
- Using a design
- Changing a design
- Designing and creating a programme
- Evaluating

Online Safety Online Reputation

PROJECT EVOLVE

Creating Media

Desktop Publishing

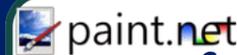
- Words and pictures
- Editing text and layout
- Choosing appropriate page settings
- Adding content
- layouts for different purposes
- Benefits of desktop publishing

Programming Events and Actions in Programs

- Moving a sprite
- Maze movements- four directions
- Drawing lines
- adding features
- Debugging movement
- Making a product

Online Safety Health Wellbeing and Lifestyle

PROJECT EVOLVE



Creating Media Photo Editing

- Changing digital images
- Recolouring in digital images
- Cloning in photo editing
- Combining images
- Creating images
- Evaluating

Programming

Repetition in Games

- Using loops to create shapes
- Different loops- infinite and controlled
- Animating names- design using loops
- Modifying a game
- Designing a game
- Creating a game

Online Safety Online Reputation

PROJECT EVOLVE

Creating Media

Vector Graphics

- The drawing tools
- Creating images and combining shapes
- Making effective drawings using tools
- Layers and objects
- Manipulating objects
- Becoming a graphic designer

Programming

Selection in Quizzes

- Exploring conditions- explaining selection
- Selecting outcomes
- Asking Questions- selections
- Planning a quiz using selections
- Evaluating a quiz

Online Safety Managing Online Information

PROJECT EVOLVE



Programming Sensing Movement

- The micro:bit
- Controlling flow of a programme
- Sensing inputs
- comparing a variable to a value
- Using inputs and outputs
- Designing a step counter
- Making a step counter

Using the Micro:bit

- Creating a micro:bit counter
- Creating a micro:bit timer

Online Safety Copyright and Ownership

PROJECT EVOLVE



YEAR 1

Striking and Fielding

Developing:

- Underarm throwing and catching.
- Overarm throwing.
- Hitting a ball.
- Collecting a ball.
- Learning how to get a batter out.
- Playing games and understand how to score points.

Athletics

Developing:

- Moving at different speeds over varying distances.,
- Balance.
- Changing direction quickly.
- Exploring hopping, jumping and leaping for distance.
- Throwing for distance.
- Throwing for accuracy.

Fitness

Developing understanding of:

- How exercise can make you feel.
- How exercise can make you strong and healthy.
- How exercise relates to breathing.
- How exercise helps my brain.
- How exercise helps my muscles.
- The importance of daily exercise.

Team Building

Developing:

- Co-operating with a partner to complete challenges.
- Exploring and working as a team.
- Talking, listening and sharing skills.
- Using speaking and listening skills to lead a partner.
- Planning with a partner and small group to complete challenges.
- Showing using talking, listening and sharing skills to complete challenges.

Core Values



"If they have wings, why make them walk?"

YEAR 2

Striking and Fielding

Developing:

- Underarm throwing and catching.
- Overarm throwing.
- Hitting a ball.
- Collecting a ball.
- Learning how to get a batter out.
- Playing games and understand how to score points.

Athletics

Developing:

- Sprinting action.
- Jumping for distance.
- Jumping for height.
- Throwing for distance.
- Throwing for accuracy.
- Selecting and apply knowledge and technique in an athletics carousel.

Fitness

- Learning how to run for a long time.
- Developing jumping in a long rope using timing.
- Co-ordination in individual skipping.
- Developing stamina and change of direction.
- Exploring exercises to develop strength.
- Developing agility, balance and co-ordination.

Team Building

- Demonstrate following instructions and work with others.
- Show co-operation and communicate in a small group to solve challenges.
- Develop creating a plan with a group to solve the challenges.
- Develop communicating effectively and develop trust.
- Showing teamwork skills to work as a group to solve problems.
- Working with a group to copy and create a basic map.



YEAR 3

Athletics

- Sprinting technique and improve a personal best.
- Changeover technique in relay events.
- Jumping technique in a range of approaches and take off positions.
- Throwing for distance and accuracy.
- Throwing for distance in a pull throw.
- Officiating and performing skills.

Outdoor Adventurous Activities

- Co-operation and teamwork skills
- Trust and teamwork
- Demonstrating involving all team members to work towards a share goal
- Developing trust whilst listening to others and following instructions
- Identifying objects, draw and follow a simple map
- Demonstrating drawing a route using directions, orientate a map and navigate around a grid

Cricket

- Overarm and underarm throwing and apply these to a striking and fielding game.
- Bowling technique and learn the rules of the skill within cricket.
- Batting technique and understand where to hit the ball.
- Fielding techniques and apply them to game situations.
- Playing different roles in a game and begin to think tactically about each role.
- Applying skills and knowledge to compete in a tournament.

Golf

- Exploring technique when aiming towards a target.
- Developing accuracy when aiming towards a target.
- Exploring technique when aiming at a target over a short distance.
- Exploring technique when aiming at a target over a long distance.
- Exploring technique when aiming at a target over a long distance.
- Showing skills and knowledge to compete in a tournament

YEAR 4

Hockey

Developing:

- Develop sending and receiving the ball with accuracy and control.
- Developing attacking skill of dribbling.
- Dribbling to beat a defender.
- Defending skills to delay an opponent and gain possession.
- Applying attacking skills to move towards goal and find space.
- Applying skills and knowledge to compete in a tournament.

Yoga

- Exploring connecting breath and movement.
- Explore new yoga poses and begin to connect them.
- Explore gratitude when remembering and repeating a yoga flow.
- Flexibility and strength in a positive summer flow.
- Flexibility and wellbeing in an individual yoga flow.
- Develop confidence and strength through arm balances.

Rounders

- Throwing and catching with accuracy and apply these to a striking and fielding game.,
- Bowling and learn the rules of the skill within this game.
- Batting technique and understand where to hit the ball.
- Fielding techniques and apply them to game situations.
- Playing different roles in a game and begin to think tactically about each role.
- Applying skills and knowledge to compete in a tournament.

Athletics

- Develop stamina and an understanding of speed and pace in relation to distance.
- Develop power and speed in the sprinting technique.
- Develop technique when jumping for distance.
- Develop power and technique when throwing for distance.
- Develop a pull throw for distance and accuracy.
- Develop officiating and performing skills.

YEAR 5

Golf

- Technique for hitting accurately over a short distance.,
- Technique for hitting over a short distance.
- Selecting and applying the correct technique for the situation.
- Technique for a long game.
- Appropriate shot for the situation.
- Show knowledge of rules and skills to design and compete in a tournament.

Tennis

- Returning the ball using a forehand groundstroke under pressure.
- Returning the ball using a backhand groundstroke under pressure.
- Using a variety of shots to keep a continuous rally going.
- Underarm serve and understand the rules of serving.
- Volley and understand when to use it.
- Applying rules, skills and principles to play against an opponent.

Cricket

- Throwing and catching skills and apply them relevantly to the situation.
- Bowling accuracy and perform the skill within the rules of the game.
- Batting skills, identify when I am successful and what I need to do to improve.
- Fielding techniques and begin to use these under some pressure.
- Understand the need for tactics and identify when to use them.
- Show applying skills and knowledge to compete in a tournament, using tactics identified throughout the unit.

Athletics

- Pace and apply different speeds over varying distances.,
- Fluency and co-ordination when running for speed.
- Technique in relay changeovers.
- Build momentum and power in the triple jump.
- Throwing with force for longer distances.
- Throwing with greater control and technique.
- Performing skills.

YEAR 6

Hockey

- Dribbling to beat a defender.
- Sending and receiving the ball with control under pressure.
- Selecting the appropriate skill, choosing when to pass and when to dribble.
- Moving into and creating space to support a teammate.
- Appropriate defensive technique for the situation.
- Applying rules, skills and principles to play in a tournament.

Athletics

- Develop my own and others sprinting technique.
- Demonstrate a suitable pace for the event.
- Power, control and technique for the triple jump.
- Power, control and technique when throwing for distance.
- Throwing with force and accuracy for longer distances.
- Working collaboratively in a team to develop the officiating skills of measuring, timing and recording.

Rounders

- Throwing and catching under pressure and apply these to a striking and fielding game.
- Bowling under pressure whilst abiding by the rules of the game.
- Striking a bowled ball with increasing consistency.
- Fielding techniques and select the appropriate action for the situation.
- To understand and apply tactics in a game.
- To show applying skills and knowledge to compete in a tournament.

Badminton

- Develop returning the shuttlecock using an underarm clear.
- Returning the shuttlecock using an overhead clear.
- Show a variety of shots to keep a continuous rally going.
- Serve and understand the rules of serving.
- Tactics to play against an opponent and with a partner.
- Applying rules, skills and principles to play against an opponent



YEAR 1

Pitch and Tempo Superheroes

- Learning how to identify high and low notes.
- Composing a simple tune, exploring different instruments and investigating how tempo changes help tell a story.

Vocal and Body Sounds By the Sea

- Exploring the feeling of pieces of music, conveying mood through movement and making links between music, sounds and environments.

YEAR 2

British Songs and Sounds On this Island

- Taking Inspiration from British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.



Creating Music Myths and Legends

- Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.
- Learning to create music through the use of graphic score.

YEAR 3

Traditional Instruments and Improvisation India

- Introducing to traditional Indian music.
- Learning about the rag and tal.
- Listening to a range of examples of Indian music, identifying traditional instruments.
- Creating improvisations and performing.

Jazz

- Learning about ragtime style music, traditional Jazz music and scat singing.
- Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tunes percussion.



YEAR 4

Rock and Rolls

- Learning about the origin and features of rock and roll music.
- Playing the Hand Jive and Rock Around the Clock.
- Looking at a walking bass line.
- Performing a while-class piece.

Changes in Pitch, Tempo and Dynamic Rivers

- Drawing upon understanding of repeating patterns in music.
- Introduced to concept of motifs, adapt and transpose motifs.
- Performing to peers.



YEAR 5

P Bones- Performing Music Mr Crouch- Specialist Music Teacher



Musical Theatre

Learning how singing, acting and dancing can be combined to give an overall performance.

- Exploring how music can be used to tell a story.
- Learning about performance aspects.

YEAR 6

Composers and Music Baroque

- Exploring music of the Baroque Period (from 1600-1750)
- Learning about the great Baroque composers and musicians.
- Learning the structural and stylistic features of the music that was written and performed.

Musical Theatre Performance

- Listening to and critiquing well known songs.
- Writing lyrics.
- Exploring the concept of the four chord backing track.
- Composing melodies.



