



Dearham Primary School

Curriculum Plans

2024-2025






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English Reading 		Term 1	Term 2	Term 3
EY	Nursery	<u>Focus Texts:</u> Goldilocks and the Three Bears, The Three Little Pigs, The Little Red Hen, The Gingerbread Man, Owl Babies, We're Going on a Bear Hunt, Harry The Dirty Dog, The Very Hungry Caterpillar, Lucy Cousins Big Book of Nursery Rhymes, We Are Family Daily book choice vote.		
	Reception	<u>Focus Texts:</u> <ul style="list-style-type: none"> - The Pirates Next Door by Jonny Duddle - Supertato by Sue Hendra - Aliens Love Underpants by Claire Freedman - Cops and Robbers by Allan Ahlberg - Zog and the Flying Doctors by Julia Donaldson - The Leaf Thief by Alice Hemming - The Best Diwali Ever by Sonali Shah - Can't You Sleep Little Bear by Martin Waddell - The Runaway Pea by Kjartan Poskitt - Little Red by Bethan Woollvin - Elmer by David McKee - One Snowy Night by Nick Butterworth - The Little Red Hen 	<u>Focus Texts:</u> <ul style="list-style-type: none"> - Jack Frost by Kazuno Kohara - One Snowy Night by Nick Butterworth - Sneezzy the Snowman by Maureen Wright - The Little Book of Snowflakes by Kenneth Libbrecht - The Story of Snow by Mark Cassino - Guess How Much I Love You 	<u>Focus Texts:</u> <ul style="list-style-type: none"> - The Ugly Duckling - Dear Zoo by Rod Campbell - Grandpa's Garden by Stella Fry - Brenda's Boring Egg – Twinkl ebook - Jack and the Beanstalk - Jasper's Beanstalk - Oliver's Vegetables - Oliver's Fruit Salad



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Key Stage 1	Year 1	<u>Texts covered:</u> <ul style="list-style-type: none"> - <i>Alan's Big Scary Teeth</i> - <i>Little Red</i> - <i>The Storm Whale in Winter</i> - <i>Hibernation Hotel</i> 	<u>Texts covered:</u> <ul style="list-style-type: none"> - <i>The Storm Whale</i> - <i>Ivy and the Lonely Rain Cloud</i> - <i>Mrs Mole I'm Home</i> - <i>Wanted: The Perfect Pet</i> 	<u>Texts covered:</u> <ul style="list-style-type: none"> - <i>The Secret Garden</i> - <i>What the Ladybird Heard</i> - <i>Tell me a Dragon</i> - <i>Grandad's Island</i> - <i>The Boy Who Sailed the World</i>
		<ul style="list-style-type: none"> • Predicting what might happen from what has been read so far. • Retelling well known stories. • Participating in discussions about both books that are read to them and those they can read for themselves. 		
	Year 2	<u>Texts covered:</u> <ul style="list-style-type: none"> - <i>Stick Man by Julia Donaldson</i> - <i>Story Soup by Abie Longstaff and Nila Aye</i> - <i>Be More Bernard by Simon Philip and Kate Hindley</i> 	<u>Texts covered:</u> <ul style="list-style-type: none"> - <i>The Colour Monster by Anna Llenas</i> - <i>Flat Stanley by Jeff Brown</i> 	<u>Texts covered:</u> <ul style="list-style-type: none"> - <i>How to Hide a Lion by Helen Stephens</i> - <i>Not Quite Narwhal by Jessie Sima.</i>
		<ul style="list-style-type: none"> • Make inferences from the text based on characters' thoughts and feelings and justifying with evidence from what is said and done in the book. • Predict what might happen from what has been read so far. • Participate in discussions about books and listening to what others say. 	<ul style="list-style-type: none"> • Check the text makes sense as they read and self-correcting mistakes. • Make inferences from the text based on characters thoughts and feelings and justifying with evidence from what is said and done in the book. • Predict what might happen from what has been read so far. • Retell well known stories. 	<ul style="list-style-type: none"> • Ask and answer questions. • Make inferences from the text based on characters thoughts and feelings and justifying with evidence from what is said and done in the book. • Predict what might happen from what has been read so far. • Retell well known stories. • Participate in discussions about books and listen to what others say.



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Lower Key Stage 2	Year 3	<p><u>Texts covered:</u></p> <ul style="list-style-type: none">- <i>The Stone Age Boy</i> by Satoshi Kitamura- <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo. <ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions.• Justify inferences with evidence.• Make comparisons with and across books• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.	<p><u>Texts covered:</u></p> <ul style="list-style-type: none">- <i>The Secret of Black Rock</i> by Joe Todd Stanton- <i>The Green Ship</i> by Quentin Blake <ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions.• Justify inferences with evidence.• Make comparisons with and across books• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.• Retrieve, record and present information from non-fiction texts.	<p><u>Texts covered:</u></p> <ul style="list-style-type: none">- <i>The Iron Man</i> by Ted Hughes- <i>Please Mrs Butler and other Allan Ahlberg poems</i> <ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions.• Justify inferences with evidence.• Make comparisons with and across books• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.• Discuss the structure of poems, specifically the effect of use of rhyme.• Learn by heart and perform the poem in front of an audience.



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	Year 4	<u>Texts covered:</u> <ul style="list-style-type: none">- <i>How to Train Your Dragon</i> by Cressida Cowell- <i>Gut Garden</i> by Katie Brosnan <ul style="list-style-type: none">• Predict what might happen from details stated and implied.• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Make comparisons with and across books.• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.	<u>Texts covered:</u> <ul style="list-style-type: none">- <i>Sicily Holiday Brochures</i>- <i>The River</i> <ul style="list-style-type: none">• Predict what might happen from details stated and implied• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Make comparisons with and across books.• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.• Retrieve, record and present information from non-fiction.	<u>Texts covered:</u> <ul style="list-style-type: none">- <i>Charlie and the Chocolate Factory</i> by Roald Dahl- <i>The Lost Thing</i> by Shaun Tan <ul style="list-style-type: none">• Predict what might happen from details stated and implied• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Make comparisons with and across books.• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.• Identify main ideas drawn from more than one paragraph and summarise the.• Discuss words and phrases that capture the reader's interest and imagination and how these contribute to meaning.• Identify how language, structure and presentation contribute to meaning.



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Upper Key Stage 2	Year 5	<u>Texts Covered:</u> <ul style="list-style-type: none">- <i>Letters from the Lighthouse</i> by Emma Carroll• Predict what might happen from details stated and implied.• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions.• Justify inferences with evidence.• Make comparisons with and across books.• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.• Retrieve, record and present information from non-fiction.• Learn poetry/play scripts by heart to perform, showing understanding through intonation, tone, volume and action.	<u>Texts Covered:</u> <ul style="list-style-type: none">- <i>Wonder</i> by R. J. Palacio- <i>The Highwayman</i> by Alfred Noyes• Predict what might happen from details stated and implied.• Ask questions to improve their understanding.• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions.• Justify inferences with evidence.• Retrieve, record and present information from non-fiction.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.• Answer a variety of question on a written reading comprehension.	<u>Texts covered:</u> <ul style="list-style-type: none">- <i>Beowulf</i>• Evaluate and collect information from, instructions, poems and newspapers.• Make predictions about a text, drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Retrieve, record and present information from non-fiction.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.• Answer a variety of questions on a written reading comprehension.• Recommend books that they have read to their peers, giving reasons for their choices.



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	Year 6	<u>Texts covered:</u> <ul style="list-style-type: none">- <i>Macbeth</i> by William Shakespeare- <i>The Accidental Prime Minister</i> by Tom McLaughlin <ul style="list-style-type: none">• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Make comparisons with and across books.• Participate in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.• Retrieve, record and present information from non-fiction.	<u>Texts covered:</u> <ul style="list-style-type: none">- <i>The Final Year</i> by Matt Goodfellow and Joe Todd-Stanton <ul style="list-style-type: none">• Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.• Quickly retrieve and record information from non-fiction, using the structure of the text to support.• Use skills of skimming, scanning and text marking to locate relevant information.• Generally, record information from non-fiction text appropriately	<u>Texts covered:</u> <ul style="list-style-type: none">- <i>The London Eye Mystery</i> by Siobhan Dowd <ul style="list-style-type: none">• Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.• Continue reading and discussing an increasingly wide range of fiction, poetry, plays, nonfiction and reference books.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.



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English Writing 		Term 1	Term 2	Term 3
EY	Nursery	<ul style="list-style-type: none"> - Routines: name cards in writing area, self-registration, coat pegs - Daily stories: book choice - Daily Rhyme Time: Squiggle While You Wiggle, Funky Fingers, Dough Disco - Mark making/writing opportunities 		
		Focus texts - Starting School – Janet and Allan Ahlberg - Funny Bones – Janet and Allan Ahlberg - It Was A Cold, Dark Night – Tim Hopgood - Owl Babies – Martin Waddell	Focus texts - The Gruffalo’s Child – Julia Donaldson - Lost and Found – Oliver Jeffers - The Polar Bear and the Snow Cloud – Jane Cabrera - The Tiny Seed – Eric Carle - Wow! Said The Owl – Tim Hopgood - Rosie’s Walk – Pat Hutchins	Focus texts - Goldilocks and the Three Bears - The Gingerbread Man - The Little Red Hen - The Three Little Pigs - The Enormous Turnip - The Very Hungry Caterpillar – Eric Carle - Superworm – Julia Donaldson - Minibeasts – Victoria Munson
	Reception	Weekly Drawing club sessions: The Pirates next door by Jonny Duddle, Supertato by Sue Hendra, Aliens Love Underpants by Claire Freedman, Cops and Robbers by Allan Ahlberg, Zog and the Flying Doctors by Julia Donaldson, The Leaf thief by Alice Hemming, The Best Diwali Ever by Sonali Shah, Can’t You Sleep Little Bear by Martin Waddell, The Runaway Pea by Kjartan Poskitt, Little Red by Bethan Woollvin, Elmer by David McKee, One Snowy Night by Nick Butterworth, The Little Red Hen		
		Daily Phonics sessions Letter formation Name writing Labelling autumn clothing CVC word labelling extended into sentence writing	Winter and Valentines Daily Routine - Begin tracing names, forming letters correctly for class register.	Animals and Plants/ Growth and Change Daily Routine - * Begin to write own name, unsupported for class register. Both names if ready.



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Key Stage 1	Year 1	<p><u>Based on:</u></p> <ul style="list-style-type: none"> - Alan's Big Scary Teeth - Little Red - Storm Whale in Winter - Hibernation Hotel - Non-fiction texts about Whales <p><u>Genres covered:</u></p> <ul style="list-style-type: none"> - Narrative writing - Non-chronological reports - Wanted poster - Re-telling a story - Diary - Newspaper reports - Fact-files - Postcard writing <p>Using adjectives, conjunctions to join sentences and adding suffixes.</p>	<p><u>Based on:</u></p> <ul style="list-style-type: none"> - The Storm Whale - Ivy and the Lonely Raincloud - Mrs Mole I'm Home - Wanted: The Perfect Pet <p><u>Genres covered:</u></p> <ul style="list-style-type: none"> - Narrative writing - Non-fiction text - Information gathering - Descriptive text - Oral retelling of a story - Dialogue - Adverts - Labels - Recounts - Wanted poster <p>Constructing sentences using new vocab.</p>	<p><u>Based on:</u></p> <ul style="list-style-type: none"> - The Secret Garden - What the Ladybird Heard - Tell me a Dragon - Grandad's Island - The Boy Who Sailed the World <p><u>Genres covered:</u></p> <ul style="list-style-type: none"> - Poetry - Speech bubbles - Description - Fact-files - Narrative writing - Blurb - Explanation - Prediction - Non-fiction writing - Letter writing - Instructions.
	Year 2	<p><u>Based on:</u></p> <ul style="list-style-type: none"> - Stick Man - Story Soup - Be More Bernard - Non-fiction texts on Habitats and Schools in the Past. <p><u>Genres covered:</u></p> <p>Narrative Poetry Postcard Instructions Diary entry Fact file Book review.</p>	<p><u>Based on:</u></p> <ul style="list-style-type: none"> - The Colour Monster - Flat Stanley - Non-fiction writing on Recycling and Moon Landing. <p><u>Genres covered:</u></p> <ul style="list-style-type: none"> - Narrative - Character description - Poetry - Leaflet, post card, letter, non-chronological report. 	<p><u>Based on:</u></p> <ul style="list-style-type: none"> - How to Hide a Lion - Not Quite Narwhal. - Non-fiction writing on the Coast and Monarchs. <p><u>Genres covered:</u></p> <ul style="list-style-type: none"> - Recount - Newspaper report - Poetry - Narrative - Setting description - Non-chronological report.



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Lower Key Stage 2	Year 3	<u>Based on:</u> <ul style="list-style-type: none"> - The Miraculous Journey of Edward Tulane - The Stone Age Boy <u>Genres covered:</u> <ul style="list-style-type: none"> - Diary entry - Narrative - Newspaper report - Book review - Setting description 	<u>Based on:</u> <ul style="list-style-type: none"> - The Green Ship by Quentin Blake - The Secret of Black Rock by Joe Todd Stanton <u>Genres covered:</u> <ul style="list-style-type: none"> - Speech bubbles - Character description - Freeze frames - Poetry - Debate and argument - Book review and researching authors 	<u>Based on:</u> <ul style="list-style-type: none"> - The Iron Man - Please Mrs Butler - Girl and Robot (Literacy Shed Film Unit) <u>Genres covered:</u> <ul style="list-style-type: none"> - Poetry - TV news report - Persuasive letters - Humorous poetry - Instructions.
	Year 4	<u>Based on:</u> <ul style="list-style-type: none"> - How to Train your Dragon (The Literacy Shed) - Gut Garden (The Write Stuff). <u>Genres covered:</u> <ul style="list-style-type: none"> - Narrative - Explanation text - Non-chronological report - Book review - Recount - Setting description 	<u>Based on:</u> <ul style="list-style-type: none"> - The River by Valerie Bloom (The Write Stuff) - Sicily Holiday Brochure (The Write Stuff) <u>Genres covered:</u> <ul style="list-style-type: none"> - Poetry - Persuasive writing - Setting description - Book review - Letter writing 	<u>Based on:</u> <ul style="list-style-type: none"> - Charlie and the Chocolate Factory (The Write Stuff) - The Lost Thing (The Write Stuff) <u>Genres covered:</u> <ul style="list-style-type: none"> - Fantasy - Diary entry - Narrative - Recount - Book review - Setting description - Character description




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Upper Key Stage 2	Year 5	<u>Based on:</u> <ul style="list-style-type: none"> - Letters from the Lighthouse - Gorilla (The Write Stuff) - Christmas Truce (Literacy Shed film) <u>Genres covered:</u> <ul style="list-style-type: none"> - Letter - Diary entry - Play script - Narrative - Character description 	<u>Based on:</u> <ul style="list-style-type: none"> - Wonder - Titanium (Literacy Shed film) - The Highwayman <u>Genres covered:</u> <ul style="list-style-type: none"> - Setting description - Emails - Balanced argument - Diary entry - Character description - Persuasive Letter - Poetry - Formal report - Narrative - Interview 	<u>Based on:</u> <ul style="list-style-type: none"> - Beowulf (Literacy Shed) - Pandora (Literacy Shed film) <u>Genres covered:</u> <ul style="list-style-type: none"> - Letter - Diary - Speech - Newspaper - Narrative - Non-chronological report
	Year 6	<u>Based on:</u> <ul style="list-style-type: none"> - Macbeth (Literacy Shed) - Alma (Literacy Shed video) <u>Genres covered:</u> <ul style="list-style-type: none"> - Letter - Newspaper report - Setting description - Recount 	<u>Based on:</u> <ul style="list-style-type: none"> - The Final Year (Literacy Shed) - Francis (Literacy Shed) <u>Genres covered:</u> <ul style="list-style-type: none"> - Narrative - Character description - Non-chronological report - Persuasive text. 	<u>Based on:</u> <ul style="list-style-type: none"> - The London Eye Mystery (Literacy Shed) - Ruin (Literacy Shed) <u>Genres covered:</u> <p> Biography Diary Narrative Poetry Report </p>



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SPAG 		Term 1	Term 2	Term 3
Key Stage 1	Year 1	<p>Ready to write</p> <ul style="list-style-type: none">• Writing in a book• Leaving spaces between words• Consistent space and letter sizes <p>Punctuating sentences</p> <ul style="list-style-type: none">• The alphabet• Lower case and capitals• Full stops• Capital letters at the start of sentences and 'I'• Recognising a sentence <p>Word classes</p> <ul style="list-style-type: none">• Nouns and verbs <p>Capital letters</p> <ul style="list-style-type: none">• Recognising and forming capital letters• Capital letters for proper nouns	<p>Conjunctions</p> <ul style="list-style-type: none">• Recognising 'and', 'but' and 'or'• Using 'and', 'but' and 'or' <p>Exclamations</p> <ul style="list-style-type: none">• One Word Only• Commands with exclamations• Exclamation or full stop? <p>Capital Letters</p> <ul style="list-style-type: none">• Capital letters to start sentences• Capital letters for dates• Capital letters for names of people and I• Capital letters for places• Consolidating capital letters	<p>Consolidation</p> <ul style="list-style-type: none">• Leaving spaces between words• Use joining words• To begin to use capital letters and full stops• To ask questions• To understand singular and plural and how to change a word to be singular or plural• Capital letters for names and the personal pronoun I• Nouns, verbs and adjectives• Using prefixes and suffixes



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	Year 2	<p>Ready to write</p> <ul style="list-style-type: none"> • Capital letters • Full stops, question marks and exclamation marks • Recognising common and proper nouns • Recognise and use conjunctions <p>Punctuation</p> <ul style="list-style-type: none"> • Recognising commas in a list • Writing lists <p>Word Classes</p> <ul style="list-style-type: none"> • Using adjectives in sentences • Double adjectives with commas • Adjectives after the noun <p>Sentence types</p> <ul style="list-style-type: none"> • Recognising questions and commands • Using questions and commands 	<p>Word classes</p> <ul style="list-style-type: none"> • Different types of verbs • What are adverbs • Adding -ly (to words) • Recognise and use adverbs <p>Apostrophes</p> <ul style="list-style-type: none"> • Simple contractions • Introducing possession • Plural or possessive <p>Sentence types</p> <ul style="list-style-type: none"> • Recognise and use exclamations and statements • All four sentence types <p>Tenses</p> <ul style="list-style-type: none"> • Recognise and use past and present tenses • Recognise and use past and present progressive tense <p>Suffixes</p> <ul style="list-style-type: none"> • Compound nouns • Adding '-ment', '-er' and '-ness • Adding '-ful' and '-less 	<p>Consolidation</p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command. • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Formation of nouns and adjectives using suffixes. • Use of adverbs (ly to turn adjectives into adverbs). • Choosing the present and/or past tense. • Questions.
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Long Term Plan 2024-2025

Lower Key Stage 2	Year 3	<p>Ready to write</p> <ul style="list-style-type: none"> • Noun phrases • What is a sentence? • Different types of sentences • Expanding sentences • Commas • Apostrophes <p>Determiners</p> <ul style="list-style-type: none"> • What is a vowel? • What is a consonant? • 'the', 'a' or 'an'? • Recognising determiners • Using determiners <p>Conjunctions</p> <ul style="list-style-type: none"> • What is a clause? • Coordinating conjunctions • Subordinating conjunctions • Using conjunctions to • Express time • Using conjunctions to • Express place 	<p>Adverbs</p> <ul style="list-style-type: none"> • What is an adverb? • Using adverbs to express time • Using adverbs to express place • Using adverbs to express cause • Using adverbs to express time, place and cause <p>Prepositions</p> <ul style="list-style-type: none"> • What is a preposition? • Prepositional phrases • Using prepositions for time • Using prepositions for place • Using prepositions for cause <p>Speech</p> <ul style="list-style-type: none"> • Recognise and punctuate direct speech • Writing direct speech <p>Tenses</p> <ul style="list-style-type: none"> • Recognise and use the present perfect form in sentences • Introducing present perfect form 	<p>Consolidation</p> <ul style="list-style-type: none"> • Speech • Tenses • Nouns • Paragraphs • Word families • Prefixes
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	Year 4	<p>Ready to write</p> <ul style="list-style-type: none"> • Using determiners • Clauses • Expanding sentences with conjunctions • Expanding sentences with adverbs • Direct speech • Past tense • Paragraphs <p>Using speech</p> <ul style="list-style-type: none"> • Recognising speech • Punctuating direct • Speech • Direct speech or indirect speech? <p>Pronouns</p> <ul style="list-style-type: none"> • Recognising nouns • Recognising pronouns • Using pronouns • Pronoun or noun? • Using a range of pronouns 	<p>Apostrophes</p> <ul style="list-style-type: none"> • Recognising apostrophes • Using apostrophes for plural possession • Using apostrophes for possession or contraction <p>Noun phrases</p> <ul style="list-style-type: none"> • Identifying noun phrases • Modifying adjectives and nouns • Determiners before modifiers • Prepositional phrases • Using expanded noun phrases <p>Fronted Adverbials</p> <ul style="list-style-type: none"> • What is an adverbial? • Recognising fronted adverbials • Time specific adverbials • Place specific (prepositional) • Descriptive fronted adverbials • Recognising fronted adverbials • Using fronted adverbials with a comma 	<p>Standard English</p> <ul style="list-style-type: none"> • 'Were' or 'Was' and • 'Did' or 'Done' • 'I' or 'Me' • 'Have' not 'Of' and • 'These/Those' not 'Them' <p>Paragraphs</p> <ul style="list-style-type: none"> • Identifying paragraphs using fronted adverbials • Using Speech in Paragraphs • Sequencing Paragraphs <p>Consolidation</p> <ul style="list-style-type: none"> • Consolidating determiners • Consolidating coordinating Conjunctions • Consolidating subordinating conjunctions • Consolidating adverbs • Consolidating prepositions • Consolidating speech • Consolidating tenses • Consolidating noun types • Consolidating root words • Consolidating fronted adverbials
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Upper Key Stage 2	Year 5	Ready to Write <ul style="list-style-type: none">• Pronouns• Expanding noun phrases• Fronted adverbials• Plural and possessive• Direct and indirect speech Relative Clauses <ul style="list-style-type: none">• Relative pronouns• Recognising relative clauses• Using relative clauses• Omitting relative pronouns Modal Verbs <ul style="list-style-type: none">• Recognising modal verbs• Using modal verbs Adverbs <ul style="list-style-type: none">• Recognising adverbs• Using adverbs• Recognising adverbs to indicate degrees of possibility• Using adverbs to indicate degrees of possibility	Consolidation <ul style="list-style-type: none">• Use Adverbs• Different types of noun• Recognise parenthesis• Present perfect form• Using brackets to indicate parenthesis• Past and present tense• Subordinate clauses	Consolidation <ul style="list-style-type: none">• Commas in lists• Prefixes• Adverbials• Suffixes• Clauses• Antonyms/ synonyms• Commas to avoid ambiguity• Pronouns to avoid repetition



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	Year 6	Ready to Write <ul style="list-style-type: none">• Relative clauses• Modal verbs• Adverbs• Parenthesis• Expanded noun phrases• Commas• Present tense• Past tense Synonyms & antonyms Word classes in sentences <ul style="list-style-type: none">• Nouns• Verbs• Adjectives• Adverbs• subjects,• Objects• Determiners• Conjunctions• Prepositions• Recognising and using subjunctive form	Consolidation <ul style="list-style-type: none">• Modal verbs• Pronouns• Prepositions• Phrases/clauses• Active and passive voice• Homophones/homonyms• Direct and reported speech• Punctuation for parenthesis• Colons and semi colons	Consolidation <ul style="list-style-type: none">• Comparative/superlative• Adverbials• Co-ordinating/subordinating conjunctions• Subject/verb agreement• Standard English• Double negatives• Bullet points• Hyphens• Dashes• Question tags and sentence types• Subject – object- verb – article



Long Term Plan 2024-2025

Mathematics		Term 1	Term 2	Term 3
EY	Nursery	Comparison <ul style="list-style-type: none"> More than, less than, the same Shape, Space and Measure <ul style="list-style-type: none"> Explore and build with shapes and objects Explore position and space Pattern <ul style="list-style-type: none"> Explore repeats Join in with repeats Counting <ul style="list-style-type: none"> Hear and say number names Begin to order number names Subitising <ul style="list-style-type: none"> I see 1, 2, 3 	Subitising <ul style="list-style-type: none"> Show me 1,2,3 Talk about dots Counting <ul style="list-style-type: none"> Move and label 1,2,3 Take and give 1,2,3 Shape, Space and Measure <ul style="list-style-type: none"> Explore position and routes Match, talk, push and pull Pattern <ul style="list-style-type: none"> Explore patterns Comparison <ul style="list-style-type: none"> Compare and sort collections 	Pattern <ul style="list-style-type: none"> Lead on own repeats Making patterns together Make own pattern Shape, Space and Measure <ul style="list-style-type: none"> Start to puzzle Subitising <ul style="list-style-type: none"> Make games and actions Counting <ul style="list-style-type: none"> Show me 5 Stop at 1,2,3,4,5 Comparison <ul style="list-style-type: none"> Match, sort, compare
	Reception	Counting to 5 <ul style="list-style-type: none"> Correspondence to 5 Making 5 Matching objects <ul style="list-style-type: none"> Matching Sorting Compare Count up to 10 <ul style="list-style-type: none"> Count forwards and backwards to 10 1 more, 1 less Shape <ul style="list-style-type: none"> To identify triangles and 4 sided shapes. Length and capacity <ul style="list-style-type: none"> Compare length, mass and capacity. 	Alive in 5 <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 Composition of 4&5 Measure, Shape and Special thinking <ul style="list-style-type: none"> Compare mass Compare capacity Length & height time 3D shape pattern Growing 6,7,8 <ul style="list-style-type: none"> Number 6,7,8 Making pairs Combining 2 groups Building 9 and 10 <ul style="list-style-type: none"> 9&10 Comparing numbers to 10, number bonds to 10 	To 20 and beyond <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning <ul style="list-style-type: none"> Match, rotate, manipulate Visualise and build Spatial reasoning mapping 'first, then, now' <ul style="list-style-type: none"> Number Adding more Taking away Find my pattern <ul style="list-style-type: none"> Number Doubling Sharing and grouping Even and odd 'On the move' <ul style="list-style-type: none"> Deepening understanding patterns and relationships



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Key Stage 1	Year 1	<p>Place value</p> <ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words Compare numbers and objects Order numbers and objects Identify 1 more or 1 less from a given number <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving + - = signs Understand fact families Represent and use number bonds and related subtraction and addition facts within 10 Use subtraction to find the difference. <p>Shape</p> <ul style="list-style-type: none"> Recognise and name common 2D shapes, including circles and triangles Recognise and name common 3D shapes, including: cuboids (including cubes), pyramids, spheres 	<p>Place value</p> <ul style="list-style-type: none"> Read and write numbers from 1 to 50 in numerals and words <p>Addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract 1-digit and 2- digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems <p>Measurement</p> <ul style="list-style-type: none"> Measure and begin to record the following: mass/weight Measure and begin to record the following: length and heights Measure and begin to record the following: capacity and volume Compare, describe and solve practical problems for: lengths and heights and mass/weight Compare, describe and solve practical problems for: capacity and volume 	<p>Multiplication and division</p> <ul style="list-style-type: none"> Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial and arrays <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Time</p> <ul style="list-style-type: none"> Recognise and use language relating to dates, including days of the week, weeks, months, years Tell the time to the hour and half past Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening) <p>Money</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes <p>Position and Direction</p> <ul style="list-style-type: none"> Describe position, direction and movement, including half, quarter and three-quarter turns
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Key Stage 1	Year 2	<p>Place value</p> <ul style="list-style-type: none"> Count in steps of 2 and 5 from 0, and in tens from any number, forward and backward. Read and write numbers to at least 100 in numerals and in words. Compare and order numbers from 0 up to 100; use < > and = signs. Recognise the place value of each digit in a 2- digit number. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers mentally, including: 2-digit numbers and ones; 2- digit numbers and tens; two 2- digit numbers; adding three 1-digit numbers. <p>Shape</p> <ul style="list-style-type: none"> Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. 	<p>Money</p> <ul style="list-style-type: none"> Recognise and use symbols for pounds (£) and pence (p) Combine amounts to make particular values. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the x ÷ and = signs. Recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers. <p>Measurement</p> <ul style="list-style-type: none"> Choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales. Compare and order lengths and mass, and record the results using >, < and =. 	<p>Fractions</p> <ul style="list-style-type: none"> Write simple fractions and recognise the equivalence. Recognise, find, name and write fractions 1/3, 1/4, 2/4, 1/2, 3/4 of a length, shape, set of objects, or quantity. <p>Time</p> <ul style="list-style-type: none"> Tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct: pictograms; tally charts; block diagrams and simple tables. <p>Position and Direction</p> <ul style="list-style-type: none"> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
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Lower Key Stage 2	Year 3	<p>Place Value</p> <ul style="list-style-type: none"> • Represent numbers to 1000. • Use flexible partitioning of numbers to 1000. • Find 1, 10 or 100 more or less. • Compare numbers to 1,000 and order numbers to 1,000. • Count in 50s. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Calculate addition and subtraction of 3-digit numbers across a 10 and 100. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Make equal groups and use arrays. • Know multiples of 2, 5 and 10. • Know the 3, 4 and 8 times tables using multiplication and division. 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Know multiples of 10. • Multiply and divide a 2 digit by 1 digit, with and without exchange. <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure length in mm, cm and m. • Add and subtract lengths. • Measure and calculate perimeter. <p>Fractions</p> <ul style="list-style-type: none"> • Understand denominators of unit fractions. • Compare and order unit and non-unit fractions. • Understand a whole. • Count in fractions and equivalent fractions on a number line. <p>Mass and Capacity</p> <ul style="list-style-type: none"> • Measure in kg and g • Know equivalent masses. • Add and subtract mass. • Measure capacity and volume in ml and l. 	<p>Fractions</p> <ul style="list-style-type: none"> • Count in tenths. • Know fractions on a number line. • Add and subtract fractions. <p>Money</p> <ul style="list-style-type: none"> • Convert pounds and pence. • Add and subtract money. • Give change. <p>Time</p> <ul style="list-style-type: none"> • Know o' clock, quarter past, quarter to, months and years, hours in a day. • Tell the time to 5 minutes then to 1 minute. • Use am and pm and 24 hour clock. • Find duration. • Solve problems involving time. <p>Shape</p> <ul style="list-style-type: none"> • Recognise turns and angles, right angles in shapes. • Compare angles. • Draw accurately horizontal, vertical, parallel and perpendicular lines. • Recognise and describe 2D and 3D shapes. • Use nets to make 3D shapes. <p>Statistics</p> <ul style="list-style-type: none"> • Use tally charts and draw pictograms. • Interpret pictograms, bar charts and tables.
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Lower Key Stage 2	Year 4	<p>Place Value</p> <ul style="list-style-type: none"> Represent and partition numbers to 10,000. Find 1, 10, 100, 1,000 more or less. Estimate on a number line to 10,000. Compare and order numbers to 10,000. Know Roman numerals. Round to the nearest 10, 100 and 1000. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract 1s, 10s, 100s and 1,000s. Add and subtract up to two 4-digit numbers with more than one exchange. <p>Area</p> <ul style="list-style-type: none"> Count squares to find area. Compare area of different shapes. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Multiply and divide by 10 and 100. Recognise and use factor pairs and commutativity in mental calculations. Multiply and divide 2-digit and 3-digit numbers by a 1- digit number using formal written layout. 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> Use factor pairs. Multiply and divide by 10 and 100. Multiply and divide up to a 3-digit number by a 1-digit number. <p>Length and Perimeter</p> <ul style="list-style-type: none"> Measure in kilometres and metres. Recognise and find equivalent lengths (kilometres and metres) Solve perimeter of rectilinear shapes and regular polygons. <p>Fractions</p> <ul style="list-style-type: none"> Understand the whole and count beyond 1. Partition and compare a mixed number. Understand improper fractions. Convert mixed numbers to improper fractions and vice versa. Place equivalent fractions on a number line. Add and subtract two or more fractions. <p>Decimals</p> <ul style="list-style-type: none"> Divide a 1-digit number by 10 and 100. 	<p>Decimals</p> <ul style="list-style-type: none"> Make a whole. Write, compare and order decimals. <p>Money</p> <ul style="list-style-type: none"> Order amounts of money. Add, subtract, multiply and divide money. <p>Time</p> <ul style="list-style-type: none"> Know units of time, hours, minutes, seconds, weeks, months, years, 12 hour and 24-hour clocks. <p>Shape</p> <ul style="list-style-type: none"> Identify and compare angles. Recognise lines of symmetry. <p>Statistics</p> <ul style="list-style-type: none"> Use and interpret bar charts, pictograms, line graphs. <p>Position and Direction</p> <ul style="list-style-type: none"> Know and use position and direction, co-ordinates and translations.
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Upper Key Stage 2	Year 5	Place Value <ul style="list-style-type: none"> Roman numerals to 1,000. Read and write numbers to 1,000,000 - and represent using powers of 10. 10/100/1,000/10,000/100,000 more/less. Partition numbers to 1,000,000. Compare and order numbers to 1,000,000. Round to the nearest 10, 100 or 1,000. Round within 1,000,000. Addition and Subtraction <ul style="list-style-type: none"> Use mental strategies to add and subtract. Add and subtract whole numbers with more than four digits. Use inverse operations (addition and subtraction) to check calculations and find missing numbers. Multi-step addition and subtraction problems. Multiplication and Division <ul style="list-style-type: none"> Recognise and find multiples. Factors and prime numbers. Square and cube numbers. Multiply and divide by 10, 100 & 1,000. Fractions <ul style="list-style-type: none"> Find fractions equivalent to a unit and non-unit fractions. Recognise equivalent fractions. Convert improper fractions to mixed numbers. Add and subtract fractions. 	Multiplication and Division <ul style="list-style-type: none"> Multiply up to a 4-digit number by a 1 and 2-digit number. Divide a 4-digit number by a 1-digit number. Divide with remainders. Fractions <ul style="list-style-type: none"> Multiply a unit and non-unit fraction by an integer. Multiply a mixed number by an integer. Calculate a fraction of a quantity. Decimals and Percentages <ul style="list-style-type: none"> Decimals up to 2-decimal places. Equivalent fractions and decimals. Thousandths as fractions and decimals. Order and compare any decimals with up to 3 decimal places. Round to the nearest whole number. Understand percentages. Perimeter and Area <ul style="list-style-type: none"> Find and calculate perimeter of shapes. Find and calculate the area of compound shapes. Statistics <ul style="list-style-type: none"> Estimate area statistics. Draw and interpret line graphs, tables, charts and timetables. 	Shape <ul style="list-style-type: none"> Measure and draw angles in degrees accurately. Calculate angles. Identify and name regular and irregular polygons and describe their properties. Reasoning about 3D shapes. Position and Direction <ul style="list-style-type: none"> Position in the first quadrant. Reflection. Translation with coordinates. Decimals <ul style="list-style-type: none"> Add and subtract decimals. Multiply and divide decimals by 10, 100 and 1000. Converting Units <ul style="list-style-type: none"> Convert units: kg, km, mg and mm Volume <ul style="list-style-type: none"> Compare volumes. Estimate volume and capacity.



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Upper Key Stage 2	Year 6	<p>Place Value</p> <ul style="list-style-type: none"> Numbers to 10,000,000. Compare and order any integers. Round any integers. Understand negative numbers. <p>Addition, Subtraction, Multiplication and Division</p> <ul style="list-style-type: none"> Add and subtract integers. Common factors and multiples. Rules of divisibility. Primes to 100, square and cube numbers. Multiply up to a 4-digit number by a 2-digit number. Solve problems with multiplication. Short and long division with remainders. <p>Fractions</p> <ul style="list-style-type: none"> Equivalent fractions and simplifying equivalent fractions on a number line. Compare and order fractions. Add and subtract fractions. Multiply and divide fractions. <p>Converting Units</p> <ul style="list-style-type: none"> Convert units of metric measures. Calculate with metric measures, miles and kilometres Recognise and convert imperial measurements. 	<p>Ratio</p> <ul style="list-style-type: none"> Use ratio language, ratio symbol, ratio and fractions, scale drawings, scale factors, ratio problems, proportion problems. <p>Algebra</p> <ul style="list-style-type: none"> Function machines, form expression, substitution, formula, 1 and 2 step equations, solving problems with 2 unknowns <p>Decimals</p> <ul style="list-style-type: none"> Place value within 1, round decimals, add, subtract, multiply & divide decimals. <p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> Decimal and fraction equivalents, fractions as division, understanding %, fractions as %, equivalent fractions, decimals and %, percentage of amount. <p>Area, Perimeter and Volume</p> <ul style="list-style-type: none"> Find and calculate area of triangles and of a parallelogram. Calculate the volume of a cuboid. <p>Statistics</p> <ul style="list-style-type: none"> Line graphs, dual bar charts, pie charts, means. 	<p>Shape</p> <ul style="list-style-type: none"> Measure with a protractor. Calculate angles, vertically opposite angles, angles in a triangle, angles in special quadrilaterals, angles in regular polygons. Draw shapes accurately. Draw nets of 3D shapes. <p>Position and Direction</p> <ul style="list-style-type: none"> The first quadrant. Four quadrants. Translations and reflections. <p>Themed Projects, Consolidation and Problem Solving</p>
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Science		Term 1	Term 2	Term 3
EY	Nursery	My Body <ul style="list-style-type: none"> Simple body parts Healthy eating Our senses Autumn <ul style="list-style-type: none"> Seasonal change Explore in nature Explore natural materials 	Changing States of Water <ul style="list-style-type: none"> Freezing Melting Temperature change Winter <ul style="list-style-type: none"> Seasonal change Explore in nature Spring <ul style="list-style-type: none"> Planting seeds Observation over time – growing Showing care for living things Seasonal change Explore in nature Farms and new life 	Growing/care for living things continued Materials <ul style="list-style-type: none"> Explore properties of different materials The Gingerbread Man Baking Summer <ul style="list-style-type: none"> Seasonal change Explore in nature Minibeasts <ul style="list-style-type: none"> Life Cycle of a Butterfly Life Cycle of a Frog Exploring in nature
	Reception	My Body <ul style="list-style-type: none"> How I have changed The name of some body parts The name of the 5 senses Seasonal Change <ul style="list-style-type: none"> Autumn Winter Observation of tree Light and Dark <ul style="list-style-type: none"> Exploring light and dark Links to night and day 	Materials <ul style="list-style-type: none"> Simple properties Waterproof materials Explore in nature Seasonal Change <ul style="list-style-type: none"> Spring Observation of tree Healthy Eating <ul style="list-style-type: none"> Healthy foods Healthy lifestyles Link between planting and growing food 	Plants <ul style="list-style-type: none"> Name common plants Plant seeds and observe changes that occur Show care for living things Seasonal Change <ul style="list-style-type: none"> Summer Observation of tree Animals <ul style="list-style-type: none"> Name common pets Describe what animals eat Describe where animals live



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Key Stage 1	Year 1	<p>Seasonal Change</p> <ul style="list-style-type: none"> • Name the four seasons in order and describe the typical weather in each. • Name some activities and events in the four seasons. • Describe the appearance of a tree's leaves in each season. • Complete a pictogram and use it to answer simple questions. • Recall that summer has the most daylight hours and winter has the least. • Recording data about the temperature across the four seasons. • Label a map of the UK with capital cities and seasonal weather symbols. <p>Everyday Materials</p> <ul style="list-style-type: none"> • Identify and name different materials. • Tell the difference between an object and the material it is made from. • Describe the properties of everyday materials. • Identify which materials have certain properties. • Take part in an investigation. 	<p>Sensitive bodies</p> <ul style="list-style-type: none"> • Name parts of the human body. • Sort body parts into groups. • Name the body parts used for each sense. • Spot patterns in data. • Identify the body parts used for the sense of taste and touch. • Identify the body parts used for the sense of smell. • Recognise that scientists are always making new discoveries. • Identify the body part used for the sense of hearing. • Investigate how sound changes as you move further away. • Recognise how the senses are used in everyday life. • Recognise the importance of the senses in certain jobs. <p>Comparing Animals</p> <ul style="list-style-type: none"> • Identify and group animals • Describe a variety of animals • Compare the features of animals • Identify animals that are carnivores, herbivores and omnivores • Research using non-fiction texts • Recognise animals that make suitable pets • Gather and record data to help in answering questions • Recognise animals that make suitable pets • Gather and record data to help in answering questions 	<p>Introduction to plants</p> <ul style="list-style-type: none"> • Identify plants in the school grounds. • Plan an investigation. • Identify parts of a flowering plant. • Draw and label a diagram. • Identify and name wild and garden plants. • Sort flowers into groups. • Identify and name deciduous and evergreen trees. • Measure and compare leaves. • Recognise that new plants come from seeds and bulbs. • Recognise that observations do not always match predictions. • Recognise the importance of a scientist's role. • Use observations to find answers to questions. <p>Making Connections: Investigating Science Through Stories</p> <ul style="list-style-type: none"> • Observe changes across the seasons. • Spot patterns in data. • Describe and compare the features of animals. • Carry out research to find specific information. • Identify differences in animal features. • Use a ruler to measure. • Describe the properties of everyday materials. • Plan how to carry out a test. • Identify animals that are carnivores, herbivores and omnivores.
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	<p>Year 2</p>	<p>Living things: Habitats</p> <ul style="list-style-type: none"> • Identify some of the characteristics of living things. • Recognise the difference between things that are alive, were once alive or have never been alive. • Working scientifically to classify objects into groups. • Identify plants and animals in different habitats. • Identify how a habitat provides animals and plants with what they need to survive. • Working scientifically to carry out research to find answers to questions. • Recognise how animals and plants depend on each other. • Recall how animals get their food from plants and other animals. <p>Living things: Microhabitats</p> <ul style="list-style-type: none"> • Working scientifically to classify a variety of minibeasts. • Working scientifically to recognise how scientists answer questions. • To recognise that living things live in habitats to which they are suited. • Working scientifically to gather and record data to answer a question. • Working scientifically to ask questions and plan how to carry out an experiment. • Working scientifically to carry out an experiment and record data in a table. • To identify a variety of flowering plants. • Science in action to understand the role of a botanist. 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> • Recognise that objects are made from materials that suit their uses. • Recognise that objects can be grouped. • Recognise that the shape of some solid objects can be changed. • Record data in a table. • Compare the suitability of materials for particular uses. • Gather data and use it to answer a question. • Recognise that the strength of some materials can be changed. • Record data in a block graph. • Compare the suitability of materials for particular uses. • Recognise that some materials are harmful to the environment. <p>Life cycles and health</p> <ul style="list-style-type: none"> • Identify different stages of the human life cycle. • Know which offspring come from which parent animal. • Observe and measure growth in humans. • Use simple measuring equipment. • Use secondary sources to research. • Recognise the importance of exercise and personal hygiene. • Make observations over time. • Identify how to have a balanced diet. • Interpret collected results. 	<p>Plant Growth</p> <ul style="list-style-type: none"> • Recognise conditions that seeds need certain for growth. • Plan comparative tests. • Recognise that seeds and bulbs contain what they need to grow into a plant. • Measure with a ruler. • Describe what seeds need to germinate. • Record data in a table. • Describe the effect of light on plant growth. • Observe using a magnifying glass. • Identify stages of a plant's life cycle. • Draw and label diagrams. • Recognise what plants need for healthy growth. • Recognise that humans have a responsibility to care for plants. <p>Plant-based materials</p> <ul style="list-style-type: none"> • Describe how materials can be reused. • Understand how the 3Rs contribute to sustainable products. • Identify human-made and natural materials. • Group based on characteristics. • Identify suitable materials based on their properties. • Perform a test and gather data. • Identify a material to help plant growth. • Use observations to answer a simple question. • Choose materials to create a suitable plant pot. • Identify and classify living things.
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Long Term Plan 2024-2025

Lower Key Stage 2	Year 3	<p>Animals: Movement and Nutrition</p> <ul style="list-style-type: none">• Recall the three key functions of the skeleton.• Describe a vertebrate, invertebrate, endoskeleton and exoskeleton.• Identify and name the skull, spine, ribs and pelvis on a diagram.• Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone.• Recall that animals, including humans, need to eat food to survive.• Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.• List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body.• Compare two different meals and explain which is more balanced by naming the nutrient groups.• Use information about skeletons to group animals.• Record measurements of different bones and use the data to sort them.• Describe some ways scientific research has improved the field of bionics/prosthetics, such as the choice of materials or linking their movement to muscles in the arm	<p>Rocks and Soils</p> <ul style="list-style-type: none">• Group rocks using their appearance.• Observe the appearance of rocks closely, using a magnifying glass.• Group rocks using their physical properties.• Make predictions, suggest improvements and explain observations over time.• Describe the process of fossil formation.• Present research on fossil formation.• Identify fossils and group rocks accordingly.• Use the fossil record to answer questions about the past.• Compare soils and how they were formed.• Record the drainage rate for different soils in a bar chart.• Describe a soil sample using sedimentation.• Draw and label a diagram.	<p>Plant Reproduction</p> <ul style="list-style-type: none">• Identify the growth and survival needs of plants.• Pose relevant questions.• Describe the relationship between structure and function in plants.• Design simple results tables.• Plan a simple enquiry.• Explore the role of flowers in the life cycle of a plant.• Complete, read and interpret data in a bar chart.• Apply knowledge of plant life and growth.• Identify and suggest changes to an enquiry.• Explore seed dispersal methods.• Use results to draw conclusions.
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	<p>Forces and magnets</p> <ul style="list-style-type: none"> • Identify examples of pushes, pulls and twists. • Define a force, including describing, naming and classifying contact and non-contact forces. • Describe the relationship between friction and the roughness of a surface. • Identify examples of friction being useful or not. • Predict attraction and repulsion between like and opposite poles. • Identify examples of magnetic and non-magnetic materials. • Name some examples of types of magnets and compare their strengths. • Describe some examples of the uses of magnets. • Use arrows and scientific vocabulary to show the direction of a force. • Use evidence to support conclusions. • Identify the variables to change, measure and control Label the axes of a bar chart and draw bars accurately. 	<p>Light and shadows</p> <ul style="list-style-type: none"> • Explain the role of light sources. • Plan and draw a results table. • Compare light reflecting on different surfaces. • Recognise which materials cast a shadow. • Ask testable questions and plan how to answer them. • Summarise how shadows change throughout the day. • Evaluate a method. • Investigate how the distance of the light source affects the size of its shadow. • Find patterns in data and form conclusions. • Tell a story using shadow puppets. • Recall how different people work with light and shadows. 	<p>Making Connections: Does Hand Span Affect Grip Strength?</p> <ul style="list-style-type: none"> • Revise the units <i>Movement and nutrition</i> and <i>Rocks and soil</i>. • Plan a pattern seeking enquiry. • Revise the units <i>Movement and nutrition</i> and <i>Plant reproduction</i>. • Gather and record data. • Revise the unit <i>Forces and magnets</i>. • Conclude and evaluate the investigation. • Revise the unit <i>Uses of materials</i>. • Use sets of data to inform design. • Revise the units <i>Light and shadows</i> and <i>Movement and nutrition</i>. • Report on my findings using a shadow puppet display.
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	<p>Year 4</p>	<p>Animals: Digestion and Food</p> <ul style="list-style-type: none"> Describe the function of the human digestive system. Recognise the different types of human teeth and their roles in eating. Explain how to care for our teeth. Recognise that differences in teeth relate to and animal's diet. Working scientifically to classify animals based in their diet. Recognise producers, predators, and prey in food chain. Recognise that animal's poo can give us clues about digestion, teeth, and diet. <p>Electricity and Circuits</p> <ul style="list-style-type: none"> Recognise how electrical appliances are powered. Work scientifically to record and classify qualitative data. Know how to construct an electrical circuit. Work scientifically to draw a scientific diagram. Investigate what affects bulb brightness. Know how to be safe around electricity. 	<p>Materials: States of Matter</p> <ul style="list-style-type: none"> Identify solids using their properties. Identify liquids and gases using their properties. Describe melting and freezing. Use thermometers to take accurate measurements before and after melting. Describe condensing and evaporating. Make predictions for new values about evaporation rates. Describe the different stages of the water cycle. Record the stages of the water cycle using a labelled diagram. Describe how temperature affects evaporation rates and the water cycle. <p>Sounds and Vibrations</p> <ul style="list-style-type: none"> Describe how sounds are made. Describe how sounds are heard through different mediums. Describe the relationship between vibration strength and volume. Describe the relationship between volume and distance. Describe pitch and how to change it. Explain how insulating materials can be used to muffle sound. 	<p>Classification and Changing Habitats</p> <ul style="list-style-type: none"> Group animals in various ways. Record data in different ways. Group plants in various ways. Apply and create classification keys. Make careful observations. Make and use classification keys. Recognise and describe different habitats and their inhabitants. Gather, record, classify and present data. Recognise the impact humans can have on habitats. Research using an information sheet. Recognise the impact of natural disasters on habitats. <p>Making Connections: How Does the Flow of Liquids Compare?</p> <ul style="list-style-type: none"> Revise the units <i>States of matter</i> and <i>Classification and changing habitats</i>. Plan a comparative test. Revise the unit <i>Electricity and Circuits</i>. Gather and record data. Revise the units <i>States of Matter</i> and <i>Sound and Vibrations</i>. Conclude and evaluate the investigation. Revise the unit <i>Digestion and Food</i>. Observe carefully and apply these observations to problem solve. Revise the unit <i>States of Matter</i>. Report on my findings.
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Upper Key Stage 2	Year 5	Materials: Mixtures and Separations <ul style="list-style-type: none">• Define the term 'mixture' and name some common examples.• Define the term 'sieving' and 'filtering' and explain how sieving and filtering separates mixtures.• Define the terms 'solution' and 'dissolve' and name some common examples of solutions.• Recall some factors that affect the time taken to dissolve.• Describe the effect of temperature on the time taken to dissolve.• Define the term 'evaporating' and explain how evaporating separates solutions.• Identify when sieving, filtering and evaporating should be used.• Research a mixture to find out what substances it is made from.• Draw and annotate a diagram to explain how sieving separates a solid-solid mixture.• Identify and justify which type of enquiry to use to answer my testable question.• Identify solutions by observing and describing their appearance.• Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve.	<u>Forces and Space: Earth and Space</u> <ul style="list-style-type: none">• Compare the contributions of Ptolemy, Alhazen and Copernicus to models of the Solar system.• Describe the movement and shapes of the celestial bodies in our Solar System.• Describe the movement of the Moon relative to the Earth.• Explain the causes of day and night and the seasons.• Devise a sundial to tell the time.	Unbalanced Forces <ul style="list-style-type: none">• Describe gravity and its effects.• Analyse data to write a conclusion.• Describe air resistance and its effects.• Plan a fair test to investigate air resistance.• Describe water resistance and its effect.• Design a results table.• Describe friction and its effects.• Evaluate a method.• Describe the effects of levers, pulleys and simple machines on movement.• Draw and label a diagram.• Describe the relationship between lever length and effort.• Draw an accurate line graph. Animals: Human Timeline <ul style="list-style-type: none">• Describe how humans change from babies through to old age.• Use a line graph to identify patterns in height and predict values.• Identify changes in males and females as a result of puberty.• Explore the gestation periods of humans and other animals.• Plot data on a scatter graph.
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	<p>Materials: Properties and Changes</p> <ul style="list-style-type: none">• Determine the hardness of different materials and link this to their uses.• Determine the transparency of different materials and link this to their uses Determine the thermal and electrical conductivity of different materials and link this to their uses.• Demonstrate, identify and describe reversible and irreversible changes.• Evaluate the hardness test to determine the degree of trust.• Plan and draw a table of results.• Write a detailed, organised and easy to follow method.• Write a prediction using prior knowledge of the states of matter.• Analyse observations about rusting and use them to support a conclusion.• Measure accurately in centimetres.	<p>Life Cycles and Reproduction</p> <ul style="list-style-type: none">• Describe the life cycle of a plant, including the reproductive stage.• Describe the life cycle of a mammal.• Describe the life cycle of a bird and compare it with that of a mammal.• Describe the life cycle of an amphibian.• Describe the life cycle of an insect and compare it with that of an amphibian.• Describe asexual reproduction in plants.	<p>Making Connections: Does the size of an asteroid affect its impact strength?</p> <ul style="list-style-type: none">• Revise the units <i>Earth and Space</i> and <i>Life Cycles and Reproduction</i>.• Plan a comparative test.• Revise the units <i>Unbalanced Forces</i> and <i>Mixtures and Separation</i>.• Gather and record data.• Revise the units <i>Separating Mixtures</i> and <i>Unbalanced Forces</i>.• Conclude and evaluate the investigation.
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Year 6	Living Things and Their Habitats <ul style="list-style-type: none"> Define the term 'organism' and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term 'vertebrate' and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals. Compare the characteristics of the vertebrate groups. Define the term 'invertebrate'. Describe the characteristics of worms, snails, spiders and insects. Compare the characteristics of the invertebrate groups. Name the plant groups. Describe the characteristics of flowering plants, ferns, mosses and conifers. 	Evolution and Inheritance <ul style="list-style-type: none"> To explain why there are differences within a species. To recognise the inheritance of characteristics in plants and animals. To explain why adaptation is necessary. To model how natural selection affects population size. To evaluate the degree of trust and pose new questions for further enquiry. To describe the theory of evolution. To consider evidence used to inform theories. To recognise evidence that can be used for evolution. To consider the degree of trust in the evidence used. 	Animals: Circulation and Health <ul style="list-style-type: none"> Identify factors that affect our health and how to reduce their negative impact. Evaluate sources of information. Summarise the key structures and purpose of the circulatory system. Identify the key roles of blood. Evaluate a model. Explore the relationship between animal size and heart rate. Interpret patterns in data. Investigate the relationship between exercise and heart rate. Write a method. Describe the relationship between heart rate and fitness. Draw a line graph.
	Light and Reflection <ul style="list-style-type: none"> Compare sources of light. Describe how light travels and how we see luminous and non-luminous objects. Recall factors that affect the size of a shadow and describe how the distance between an object and the surface affects the size of the shadow. Use ray diagrams to explain why shadows change and why the shape matches the object that cast it. Recall what happens to light when it reaches a smooth mirror surface. Identify the incoming and reflected rays and describe the relationship between their angles Use mirrors to make a working periscope and explain how a periscope works using ray diagrams. Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations. Explain how light is reflected using knowledge of light and reflection. 	Circuits, batteries and switches <ul style="list-style-type: none"> Use recognised symbols for electrical components. Predict and present results for electrical circuits. Use standardised symbols when drawing diagrams. Recognise a link between the number of components and resistance. Explain results using scientific knowledge. Identify ways to change voltage within an electrical circuit. Design a results table. Investigate how voltage affects bulb brightness. Plan an enquiry. Apply knowledge of circuits and components to a practical solution, Recognise that scientific knowledge can solve a problem. 	Making Connections: Are some sunglasses safer than others? <ul style="list-style-type: none"> Revise the units <i>Circulation and Health</i> and <i>Light and Reflection</i>. Plan a comparative test. Revise the units <i>Light and Reflection</i> and <i>Circuits, Batteries and Switches</i>. Gather and record data. Conclude and evaluate the investigation. Revise the units <i>Classifying Big and Small, Evolution and Inheritance</i>. Use further data to inform a conclusion. Report on findings in the form of an advert.



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History 		Term 1	Term 2	Term 3
EY	Nursery	All About Me <ul style="list-style-type: none"> Talk about ourselves. Talk about my family and my relatives. Compare different families and understand every family is different. 	Exploring the Past <ul style="list-style-type: none"> Know what Christmas was like in the past. Investigate transport from the past inc. trains, cars, fire engines etc. 	Traditional Tales <ul style="list-style-type: none"> Understand people from the past from stories and texts. Know about Castles, Knights, Kings and Queens.
	Reception	Peek Into the Past <ul style="list-style-type: none"> Describe changes over time. Sort photographs from the past and present. Begin to recognise the order events happen. Identify toys from the past. Compare pictures from the past and present. 		Adventures Through Time <ul style="list-style-type: none"> Begin to understand the concept of generations. Recognise special achievements. Recognise that kings and queens are powerful people. Understand that the environment around us changes as time passes. Compare modes of transport of the past with the present.
Key Stage 1	Year 1	How are we making History? <ul style="list-style-type: none"> Develop an understanding of personal chronology. Learn more about my history. Explore how we remember events. Compare childhood now with childhood in the past. Identify that some things change and some things stay the same. 	How have toys changed? <ul style="list-style-type: none"> Discuss a favourite toy. Find out what toys our parents and grandparents played with. Investigate what toys were like up to 100 years ago Compare toys from the past with modern toys. Investigate how Teddy bears have changed over time. Know how toys have changed over time. 	How have explorers changed the world? <ul style="list-style-type: none"> Know what an explorer is. Recognise the achievements of different explorers using photographs. Record events on a timeline. Use photographs to find out about the past. Recognise changes and similarities (continuities) over time. Describe the significance of some people and events within history.



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Lower Key Stage 2	Year 2	How have schools changed? <ul style="list-style-type: none"> Find out how schools have changed over time. Investigate what school was like in the past. Investigate what schools were like in the 1900s. Compare a modern classroom with a classroom 100 years ago. Compare three periods of time. Express a personal response to history. 	How did we learn to fly? <ul style="list-style-type: none"> Find out about the Wright brothers. Develop an understanding of historical significance. Investigate why Bessie Coleman is significant. Develop an understanding of primary sources. Investigate why we remember the Moon landing. Place events on a timeline. 	What is a Monarch? <ul style="list-style-type: none"> Explain how William the Conqueror became King of England. Identify how William the Conqueror built castles while ruling England. Identify features of a castle that would be effective when defending against attacks. Suggest what a monarch was like in the past.
	Year 3	British History 1 - Would you prefer to live in Stone Age, Iron Age, Bronze Age? <ul style="list-style-type: none"> Recognise the chronology and significance of prehistory. Use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. Use archaeological evidence to investigate the Bronze Age. Use deductions to explain how bronze transformed prehistoric life. Understand the importance of trade during the Iron Age. Compare settlements in the Neolithic period and Iron Age by exploring continuity and change. 	British History 2 - Why did the Romans settle in Britain? <ul style="list-style-type: none"> Understand why the Romans invaded Britain. Create a visual interpretation of Boudicca. Understand how Roman soldiers were equipped for war. Understand Roman army battle formations. Make inferences about life in Roman times. Identify the Roman legacy in Britain. 	What did the Ancient Egyptians believe? <ul style="list-style-type: none"> Know when and where the ancient Egyptians lived. Explain the importance of the Egyptian gods and goddesses. Evaluate the challenges of building an Egyptian pyramid. Explain how and why the Egyptians mummified people Make inferences about Egyptian beliefs using primary sources. Evaluate significant ancient Egyptian beliefs.



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Upper Key Stage 2	Year 4	<p>How have children's lives changed?</p> <ul style="list-style-type: none"> Identify the continuities and changes to children's lives using a range of sources. Investigate why Tudor children worked and what working conditions were like. Research and record the working conditions of Victorian children using reports and images. Explore the changes in children's leisure time using a range of sources. Investigate the diseases children caught and their treatments in the Tudor and Victorian periods. 	<p>British History 3- How hard was it to invade and settle in Britain?</p> <ul style="list-style-type: none"> Understand why the Anglo-Saxons invaded Britain. Identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. Understand how Anglo-Saxons converted to Christianity. Create an interpretation of Alfred the Great. Understand how Anglo-Saxon rule ended. 	<p>How did Maya civilisation compare to the Anglo Saxons?</p> <ul style="list-style-type: none"> Evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest. Infer how the Ancient Maya valued and used cacao by exploring historical artefacts. Describe the role of the Ancient Maya gods and goddesses by studying images and scenarios. Develop recording skills through exploration of Ancient Maya inventions. Make deductions about an Ancient Maya city by exploring archaeological evidence. Analyse historians' viewpoints on the decline of the Ancient Maya cities.
	Year 5	<p>What was the impact of World War II on the people of Britain?</p> <ul style="list-style-type: none"> Understand the causes of World War 2. Understand how the Battle of Britain was won. Make inferences about the Blitz using images. Understand the emotions and experiences of children during the evacuation. Evaluate the accuracy and reliability of sources. Identify the impact of WW2 on women's lives. Explain why migrants come to Britain. 	<p>What did the Greeks ever do for us?</p> <ul style="list-style-type: none"> Understand where and when the ancient Greeks lived. Understand the importance of the Greek gods. Identify similarities and differences between Athens and Sparta. Understand how Athenian democracy worked. Understand the importance of the ancient Greek philosophers. Identify and explain the achievements of the ancient Greeks. 	<ul style="list-style-type: none"> What can the census tell us about local areas? Explore the purpose and creation of a census. Create questions about Victorian children using a range of sources. Explore the jobs available in the past using the census. Make inferences about women's lives in the 1900s using the census. Investigate how the census changed by following the life of Evelyn Dove. Conduct an enquiry about my local area using the census.




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Year 6	British History 5- What was life like in Tudor England? <ul style="list-style-type: none">• Use different types of evidence to interpret the character of Henry VIII.• Understand why Henry VIII had many wives.• Make deductions about Anne Boleyn using a range of sources.• Extract evidence from primary sources about the Royal Progresses of Elizabeth I.• Reconstruct a Royal Progress using a range of primary sources.• Make deductions about the people in Tudor England using inventories.• Create a realistic inventory for a person living in Tudor times.	Unheard histories: Who should go on the banknote? <ul style="list-style-type: none">• Explain the significance of people on banknotes.• Decide whether a person is historically significant.• Evaluate the significance of historical figures.• Explain the significance of William Tuke.• Explain the significance of Mary Seacole.• Evaluate the significance of sporting people.• Evaluate the significance of historical figures.	The Sikh Empire <ul style="list-style-type: none">• Identify how unification around the Sikh Misl Confederacy happened.• Describe the impact of Sikh beliefs on society.• Recognise the significance of Lahore as a trade centre in the Sikh Empire.• Explain the significance of Maharaja Ranjit Singh and his impact on the Sikh Empire.• Evaluate different historical interpretations of the Sikh Empire.• Identify the significant achievements of the Sikh Empire.



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Geography 		Term 1	Term 2	Term 3
EY	Nursery	Understanding the World <ul style="list-style-type: none"> Identify features on a simple map (trees, house, river, mountain). Know what a map is used for. Explain features of other homes. Know where they live (house, flat, bungalow) Knows that we live in Dearham which is in England. 	Understanding the World <ul style="list-style-type: none"> Talk about winter and the seasonal changes Explain difference between Autumn and Winter Talk about where penguins and polar bears come from. Local walk around area to park Talk about Spring and seasonal changes. Discuss the different weathers. 	Ourselves and Our Families <ul style="list-style-type: none"> Recognise mountains and seas. Know where they live (house, flat, bungalow. Knows that we live in Dearham which is in England. Talk about London and where it is. Talk about different people from around the world.
	Reception	People, Culture and Communities <ul style="list-style-type: none"> Know that the green on a globe is land and the blue is sea. Know that a globe shows different countries around the world. Identify typical weather in Autumn. Know how people in different countries celebrate Christmas. Know that Dearham is in England. 	People, Culture and Communities <ul style="list-style-type: none"> Know the name of the road that our school is on. Explore aerial maps of our school and identify key features. Identify typical weather in Winter. Know that we do not have certain animals in England and will compare with Africa. Identify typical weather in Spring. 	People, Culture and Communities <ul style="list-style-type: none"> Know that we can only grow certain fruit/vegetables in England. Identify similarities and differences between life in Dearham and life in Africa. Identify typical weather in Summer.



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Key Stage 1	Year 1	What is it like here? <ul style="list-style-type: none"> • Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey. 	What is the weather like in the UK? <ul style="list-style-type: none"> • Locate the four countries of the UK. • Identify seasonal changes in the UK. • Identify the four compass directions. • Investigate daily weather patterns. • Identify daily weather patterns in the UK. • Understand how the weather changes with each season. 	What is it like to live in Shanghai? <ul style="list-style-type: none"> • Recognise physical and human features. • Draw a sketch map. • Name and locate some continents on a world map. • Identify physical and human features of a non-European country. • Describe what it is like in Shanghai. • Compare Shanghai to a small area of the UK.
	Year 2	Would you prefer to live in a hot or a cold place? <ul style="list-style-type: none"> • Name and locate the seven continents. • Locate the North and South Poles. • Locate the Equator on a world map. • Compare the UK and Kenya. • Investigate local weather conditions. 	Why is our natural world wonderful? <ul style="list-style-type: none"> • Identify geographical characteristics of the UK. • Locate some of the world's most amazing places. • Know the names of the five oceans and locate them on a map. • Understand how to draw human and physical features on a map. • Investigate local habitats and record findings. • Understand how to present findings in a bar chart. 	What is it like to live by the coast? <ul style="list-style-type: none"> • Locate the seas and oceans surrounding the UK. • Explain what the coast is. • Identify the physical features of the coast. • Identify human features on the coast. • Investigate how people use the local coast. • Present findings on how people use the local coast.



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Lower Key Stage 2	Year 3	Why do people live near volcanoes? <ul style="list-style-type: none"> Name and describe the layers of the Earth. Explain how and where mountains are formed. Explain why volcanoes, happen and where they occur. Recognise the negative and positive effects of living near a volcano. Explain what earthquakes are and where they occur. Observe and record the location of rocks around the school grounds and discuss findings. 	Who lives in Antarctica? <ul style="list-style-type: none"> Understand the position and significance of lines of latitude. Describe the location and physical features of Antarctica. Describe the human features of Antarctica. Use four-figure grid references to plot Shackleton's route to Antarctica. Plan a simple route on a map using compass points. Follow instructions involving compass points and map a simple route. 	Are all settlements the same? <ul style="list-style-type: none"> Describe what a settlement is. Explain how land is used in the local area. Describe the location of features in my local area. Explain how my local area has changed over time. Recognise how land is used in New Delhi. Describe how land use in New Delhi compares with my local area.
	Year 4	Why are rainforests important to us? <ul style="list-style-type: none"> Describe and give examples of a biome and find the location and some features of the Amazon rainforest. Describe the characteristics of each layer of a tropical rainforest. Understand the lives of indigenous peoples living in the Amazon rainforest. Describe why tropical rainforests are important and understand the threats to the Amazon. Understand how local woodland is used using a variety of data collection methods. Analyse and present findings on how local woodland is used. 	What are rivers and how are they used? <ul style="list-style-type: none"> Describe how the water cycle works. Recognise the features and courses of a river. Name and locate some of the world's longest rivers. Describe how rivers are used. Identify and locate human and physical features on a map. Collect data on the features of a local river. 	Where does our food come from? <ul style="list-style-type: none"> Understand how our food choices can impact the environment. Describe what it means to trade responsibly. Describe how we get our chocolate. Know where our food comes from: Map and calculate the distance food has travelled. Know how our school dinners are sourced. Discuss the advantages and disadvantages of buying both locally and imported food.



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Upper Key Stage 2	Year 5	Why do oceans matter? <ul style="list-style-type: none">• Describe the water cycle.• Describe how the ocean is used for human activity.• Explain how the ocean helps to regulate the Earth's climate and temperature.• Identify the Great Barrier Reef as part of Australia.• Describe the benefits of the Great Barrier Reef.• Describe how humans impact the oceans and the consequences of this.• Explain some actions that can be taken to help support healthy oceans.• Make suggestions for how to improve a marine environment.	What is life like in the Alps? <ul style="list-style-type: none">• Locate the Alps on a world map and identify and label the eight countries they spread through.• Locate three physical and three human characteristics in the Alps.• Research and describe the physical and human features of Innsbruck.• Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.• Compare the human and physical geography of their local area and Innsbruck.• Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life-like in the Alps?'	Map Skills <ul style="list-style-type: none">• Identify key places on a map.• Understand and read 4 and 6 figure grid references.• Read a map and understand how to use it appropriately.• Use a map to find key areas in their locality.• Use an orienteering map for the school to find specific points.• Describe the fastest route to collect specific points.




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	<p>Year 6</p>	<p>Where does our energy come from?</p> <ul style="list-style-type: none">• Describe the significance of energy.• Give examples of sources of energy and their trading routes.• Define renewable and non-renewable energy.• Discuss the benefits and drawbacks of different energy sources• Describe the significance of the Prime Meridian.• Identify human features on a digital map.• Discuss how transport links have changed over time.• Locate UK cities on a map• Use six-figure grid references to identify features on an OS map.• Consider and justify the location of energy sources.• Design and use interview questions.• Plot points on a sketch map.	<p>Why does population change?</p> <ul style="list-style-type: none">• Identify the most densely and sparsely populated areas.• Describe the increase in global population over time.• Begin to describe what might influence the environments people live in.• Define birth and death rates.• Define migration, discussing push and pull factors.• Explain why some people, have no choice but to leave their homes.• Describe the causes of climate change, explaining its impact on the global population.• Suggest an action, they can take to fight climate change.• Calculate the length of a route to scale.• Follow a selected route on an OS map.• Use a variety of data collection methods, including using a Likert scale.• Collect information from a member of the public.• Create a digital map to plot and compare data collected from two locations.• Suggest an idea to improve the environment.	<p>Can I carry out an independent fieldwork enquiry?</p> <ul style="list-style-type: none">• Give examples of issues in the local area.• Identify questions to be asked to find the relevant data.• Justify which data collection method is most suitable.• Design an accurate data collection template.• Identify areas along a route that are best for data collection.• Discuss how to mediate potential risks.• Collect data at points located on an OS map.• Manage risks during a fieldwork trip.• Identify any outcomes from data collected.• Describe the enquiry process.
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Long Term Plan 2024-2025

Art 		Term 1	Term 2	Term 3
EY	Nursery	Patterns in Art: Henri Matisse Autumn Trees: Andy Goldsworth	Splash Paintings: Jackson Pollock	Sunflowers: Van Gogh
	Reception	<ul style="list-style-type: none"> Know how to mix primary colours to make secondary colours using poster paints. Know how to draw a person – head, body, arms, legs and facial features. Make fruit and vegetable portraits in the style of Giuseppe Arcimboldo. 	<ul style="list-style-type: none"> Know how to make 2D collages. Explore and make art in the style of Henry Matisse. Know how to use and mix watercolour paints. Know how to use different techniques to make 3D collages. 	Know how to make a mono print. <ul style="list-style-type: none"> Explore and create art in the style of Georgia O’Keefe. Know how to make different shades of the same colour. Know how to make a split pin join.
Key Stage 1	Year 1	Drawing - Make Your Mark <ul style="list-style-type: none"> Know how to create different types of lines. Explore line and mark making to draw water. Draw with different media. Apply an understanding of drawing materials and mark making to draw from observation. 	Sculpture - 3D Paper Play <ul style="list-style-type: none"> Roll paper to make 3D structures. To shape paper to make a 3D drawing. To apply paper-shaping skills to make an imaginative sculpture. To work collaboratively to plan and create a sculpture. To apply painting skills when working in 3D. 	Craft and Design - Woven Wonders <ul style="list-style-type: none"> Know that art can be made in different ways. Choose, measure, arrange and fix materials. Explore plaiting, threading and knotting techniques. Learn how to weave. Combine techniques in a woven artwork.



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	Year 2	Drawing: Telling a Story <ul style="list-style-type: none"> Develop a range of mark making techniques. Explore and experiment with mark-making to create textures. Develop observational drawing. Understand how to apply expressions to illustrate a character. Develop illustrations to tell a story. 	Painting and Mixed Media: Life in Colour <ul style="list-style-type: none"> Develop knowledge of colour mixing. Know how texture can be created with paint. Use paint to explore texture and pattern. Compose a collage, choosing and arranging materials for effect. Evaluate and improve artwork. 	Craft and Design: Map It Out <ul style="list-style-type: none"> Investigate maps as a stimulus for drawing. Develop a drawing into 3D artwork. Experiment with a craft technique to develop an idea. Develop ideas and apply craft skills when printmaking. Present artwork and evaluate it against a design brief. Computing link: Explore 2Paint a Picture <ul style="list-style-type: none"> Explore and recreate styles of Monet, Seurat, Mondrian and William Morris using 2Paint a Picture.
Lower Key Stage 2	Year 3	<u>Painting and Mixed Media: Prehistoric Painting</u> <ul style="list-style-type: none"> Apply an understanding of prehistoric man-made art. Understand and use scale to enlarge drawings in a different medium. Explore how natural products produce pigments to make different colours. Select and apply a range of painting techniques. Apply painting skills when creating a collaborative artwork. 	<u>Drawing: Growing Artists</u> <ul style="list-style-type: none"> Recognise how artists use shape in drawing. Understand how to create tone in drawing by shading. Understand how texture can be created and used to make art. Apply observational drawing skills to create detailed studies. Explore composition and scale to create abstract drawings. 	Craft and Design: Ancient Egyptian Scrolls <ul style="list-style-type: none"> Investigate the style, pattern and characteristics of Ancient Egyptian art. Apply design skills inspired by the style of an ancient civilisation. Apply understanding of ancient techniques to construct a new material. Apply drawing and painting skills in the style of an ancient civilisation. Apply an understanding of Egyptian art to develop a contemporary response.



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Upper Key Stage 2	Year 4	Drawing: Power Prints <ul style="list-style-type: none"> • Draw using tone to create a 3D effect. • Explore proportion and tone when drawing. • Plan a composition for a mixed-media drawing. • Use shading techniques to create pattern and contrast. • Work collaboratively to develop drawings into prints. 	Craft and Design: Fabric of Nature <ul style="list-style-type: none"> • Understand starting points in a design process. • Explore techniques to develop imagery. • Explore using a textile technique to develop patterns. • Learn how to create a repeating pattern. • Understand how art is made for different purposes. 	Painting and Mixed Media: Light and Dark <ul style="list-style-type: none"> • Understand how to darken or lighten a colour when mixing paint. • Use tints and shades to give a three-dimensional effect when painting. • Explore how paint can create very different effects. • Consider proportion and composition when planning a still life painting. • Apply knowledge of colour mixing and painting techniques to create a finished piece.
	Year 5	Painting and Mixed Media: Portraits <ul style="list-style-type: none"> • Explore how a drawing can be developed. • Combine materials for effect. • Identify the features of self-portraits. • Develop ideas towards an outcome by experimenting with materials and techniques. • Apply knowledge and skills to create a mixed media self-portrait. 	<u>Sculpture and 3D: Interactive Installation</u> <ul style="list-style-type: none"> • Identify and compare features of art installations • Investigate the effect of space and scale when creating 3D art. • Problem-solve when constructing 3D artworks. • Plan an installation that communicates an idea. • Apply their knowledge of installation art and develop ideas into a finished piece. 	Craft and Design: Architecture <ul style="list-style-type: none"> • Apply observational drawing skills to interpret forms accurately • Apply composition skills to develop a drawing into print. • Apply an understanding of architecture to design a building. • Extend design ideas through research and sketchbook use. • Explore and evaluate the intention of a design.




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	Year 6	Drawing: Make My Voice Heard <ul style="list-style-type: none">• Explore expressive drawing techniques.• Consider how symbolism in art can convey meaning.• Apply understanding of the drawing technique chiaroscuro.• Evaluate the context and intention of street art.• Apply an understanding of impact and effect to create a powerful image.	Painting and Mixed Media: Artist Study <ul style="list-style-type: none">• Understand how to analyse a famous painting.• Understand how to find meaning in painting.• Apply drama techniques to explore the meaning of a painting.• Apply interpretation skills to analyse and respond to an abstract painting.• Understand how art can tell stories or portray messages.• Develop starting points for creative outcomes.	Sculpture and 3D: Making Memories <ul style="list-style-type: none">• Analyse how art can explore the concept of self.• Explore sculptural techniques.• Use creative experience to develop ideas and plan a sculpture.• Apply an understanding of materials and techniques to work in 3D.• Problem solve, evaluate and refine artwork to achieve a chosen outcome.



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DT 		Term 1	Term 2	Term 3
EY	Nursery	Exploring Materials <ul style="list-style-type: none"> Experiment with cutting, sticking, scrunching, ripping, building. Develop snipping skills (scissors). Explore materials freely. Make hedgehog bread rolls. Design and make Christmas decorations. 	Creating with Materials <ul style="list-style-type: none"> Use recycled materials to make models linked to stories. Use recycled and craft materials to make models linked to learning. Build farms in the small world. 	Creating with Materials <ul style="list-style-type: none"> Use recycled and craft materials to make models linked to learning. Build houses using different materials. Use recycled and craft materials to make mini beasts
	Reception	Structure: Junk Modelling <ul style="list-style-type: none"> Explore and investigate the tools and materials in the junk modelling area. Develop scissor skills. Investigate cutting different materials. Learn how to plan and select the correct resources needed to make a model. Verbally plan and create a junk model. Share a finished model and talk about the processes in its creation. Explore different ways to temporarily join materials together. 	Cooking and Nutrition: Soup <ul style="list-style-type: none"> Explore fruits and vegetables. Use adjectives to describe how fruits and vegetables look, feel, smell and taste. Listen to the story of 'The Best Pumpkin Soup.' Explore and describe a pumpkin. Design a fruit and veg soup recipe. Practise cutting with a knife. Learn how to use a knife safely. Observe and help (where appropriate) with the use of tools to prepare ingredients. Describe the finished product and evaluate the process. Design food packaging. 	Structure: Boats <ul style="list-style-type: none"> Understand what waterproof means and to test whether materials are waterproof. Test and make predictions for which materials float or sink. Compare the uses of boats. Investigate how the shape and structure of boats affects the way they move. Design a boat. Create a boat based upon their own design.



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Key Stage 1	Year 1	Cooking and Nutrition: Smoothies <ul style="list-style-type: none">Identify fruits.Describe where fruits and vegetables grow.Practise food preparation skills.Select ingredients for a recipe.Apply food preparation skills to a recipe.Evaluate against the design brief.	Textiles: Puppets <ul style="list-style-type: none">Join fabrics together using different methods.Use a template to create my design.Join two fabrics together accurately.Embellish my design using joining methods.	Mechanisms: Moving Story Book <ul style="list-style-type: none">Explore making mechanisms.Design a moving storybook.Construct a moving picture.Evaluate my finished product.
	Year 2	Mechanisms: Fairground Wheel <ul style="list-style-type: none">Explore wheel mechanisms and design a fairground wheel.Select materials with appropriate properties.Build and test a moving wheel.Conduct a simple survey to gather opinions.Finish and evaluate a structure with a rotating wheel.	Structures: Baby Bear's Chair <ul style="list-style-type: none">Explore the concept and features of structures and the stability of different shapes.Understand that the shape of the structure affects its strength.Make a structure according to design criteria.Produce a finished structure and evaluate its strength, stiffness and stability.	Cooking and Nutrition: Balanced Diet <ul style="list-style-type: none">Recognise foods and their food groups.Identify the balance of food groups in a meal.Identify an appropriate piece of equipment to prepare a given food.Select balanced combinations of ingredients.Design based on criteria.Evaluate a dish based on design criteria.



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Lower Key Stage 2	Year 3	Textiles: Cross Stich and Applique <ul style="list-style-type: none">• Learn how to sew cross-stitch and appliqué.• Develop and use a template.• Assemble fabric parts into a fabric product.• Decorate fabric using appliqué and cross-stitch.	Cooking and Nutrition: Eating Seasonally <ul style="list-style-type: none">• Explain why food comes from different places around the world.• Explain the benefits of seasonal foods.• Develop cutting and peeling skills.• Evaluate seasonal ingredients.• Design a mock-up using criteria.• Evaluate a dish.	Digital World: Wearable Technology <ul style="list-style-type: none">• Research and evaluate existing products.• Develop design criteria.• Use code to program and control a product.• Develop and communicate ideas.• Develop ideas through computer-aided design.• Improve a design based on feedback.
	Year 4	Electrical Systems: Torches <ul style="list-style-type: none">• Learn about electrical items and how they work.• Analyse and evaluate electrical products.• Design a product to fit a set of specific user needs.• Make and evaluate a torch.	Cooking and Nutrition: Adapting a Recipe <ul style="list-style-type: none">• Evaluate existing biscuit products.• Prepare and cook a dish.• Select ingredients and follow a budget.• Take inspiration from existing products.• Make and test a prototype biscuit.• Evaluate a final product.	Structure: Pavilions <ul style="list-style-type: none">• Create a range of different shaped frame structures.• Design a structure.• Build a frame structure.• Add cladding to a frame structure.



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Upper Key Stage 2	Year 5	Mechanical Systems: Make a Pop-up Book <ul style="list-style-type: none">• Design a pop-up book.• Follow my design brief to make my pop-up book.• Use layers and spacers to cover the working of mechanisms.• Create a high-quality product suitable for a target user.	Structures: Building Bridges <ul style="list-style-type: none">• To explore how to reinforce a beam (structure) to improve its strength.• To build a spaghetti truss bridge.• To build a wooden truss bridge.• To complete, reinforce and evaluate my truss bridge.	Textiles: Stuffed toys <ul style="list-style-type: none">• To design a stuffed toy.• To sew a blanket stitch.• To create and add decorations to fabric.• To use a blanket stitch to assemble the components of a stuffed toy.
	Year 6	Mechanical Systems: Automata Toys <ul style="list-style-type: none">• Create design criteria to meet a user's needs.• Use an exploded diagram to assemble a frame.• Explore a mechanism to inform a design decision.• Evaluate a completed design.	Structures: Playgrounds <ul style="list-style-type: none">• Design a playground with a variety of structures.• Build a range of structures.• Improve and add detail to structures.• Create a surrounding landscape.	Cooking and Nutrition: Come Dine With Me <ul style="list-style-type: none">• Research and design a three-course meal• Starter / Main Course / Dessert<ul style="list-style-type: none">- Prepare a meal using a recipe- Understand where their food comes from- Write up a recipe.



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Music		Term 1	Term 2	Term 3
EY	Nursery	Singing <ul style="list-style-type: none"> Sing nursery rhymes, action songs, 'Getting to Know You' songs and Nativity songs 		
	Reception	Exploring Sound <ul style="list-style-type: none"> Explore using voices to make a variety of sounds. Explore how to use our bodies to make sounds Explore the sounds of different instruments Identify sounds in the environment and differentiate between them Use voices to imitate nature sounds Celebration music <ul style="list-style-type: none"> Learn about music from another culture, particularly when related to the festival of Diwali. Respond to music with movement. Learn the names of some traditional Jewish musical instruments. Play and move to traditional Jewish Hanukkah music. Take part in a traditional call and response song. Take part in a group song involving singing, voice sounds and playing instruments. Learn about traditional Christmas music. Suggest appropriate actions to match song lyrics. 	Music and movement <ul style="list-style-type: none"> Understand why songs have actions. Learn some simple Makaton signs to accompany a song. Explore beat through body movement. Express feelings and emotions through movement to music. Explore pitch and tempo through scarf dancing and body movement. Perform action songs to a small audience. Using instruments to represent actions <ul style="list-style-type: none"> Listen to lyrics and melody and recall part of the story. Move to music with instruction, changing movements to match tempo, pitch or dynamics. Talk about how a piece of music makes you feel. Sing and perform a group song. Experiment with the sounds of different instruments. Create a musical story based upon a familiar routine. Use instruments to represent moods or actions. Create a musical story based upon a familiar routine. 	Exploring Transport <ul style="list-style-type: none"> Explore creating sound effects. Explore making sounds at different speeds. Explore moving to different tempos. Explore moving to different tempos. Interpret a simple score to show tempo changes. Big Band <ul style="list-style-type: none"> Discuss what makes a musical instrument. Use recyclable materials to create a simple representation of a musical instrument. Learn what an orchestra is. Learn about the four different groups of musical instruments. Copy and follow a beat. Experiment with playing tuned and untuned instruments. Play in time to familiar songs. Choose appropriate instruments to represent different parts of a song. Perform a practised song to a small audience.



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Key Stage 1	Year 1	<p>Keeping the Pulse</p> <ul style="list-style-type: none"> • Clap the rhythm of their name. • Clap in time to music. • Sing the overall shape of a melody. • Play in time to music. • Copy and create rhythms based on word patterns. • Play on the pulse. <p>Tempo</p> <ul style="list-style-type: none"> • Demonstrate slow and fast with their bodies and voices. • Demonstrate slow and fast beats while saying a rhyme and using an instrument. • Perform a song using a singing voice. • Perform with an instrument. • Observe others and move, speak, sing and play appropriately. • Sing in time from memory, with some accuracy. • Keep a steady pulse. 	<p>By the Sea – Vocal and Body Sounds</p> <ul style="list-style-type: none"> • Create movements that match the music, explaining why they are moving in that way. • Identify descriptive sounds within the music. • Recreate and then adapt descriptive sounds heard using their voice or body. • Control instruments and voices to make both quiet and loud sounds. • Make more than one sound on their instrument and with their voice. <p>Sound Patterns (Fairy Tales)</p> <ul style="list-style-type: none"> • Explore and change dynamics using the voice. • Experiment with creating different sounds using a single instrument. • Read simple rhythmic patterns comprising of one beat sounds and one beat rests. • Show awareness of different roles when performing in a group performance. 	<p>Pitch (Superheros)</p> <ul style="list-style-type: none"> • Identify high- and low-pitched sounds. • Explore pitch by creating two-pitch patterns. • Demonstrate tempo changes. • Create a superhero theme tune with a variety in tempo and pitch. • Perform a piece of superhero music showing a change of pitch and tempo. <p>Musical Symbols (Under the Sea)</p> <ul style="list-style-type: none"> • Explore tempo changes through movement. • Explore how dynamics can be represented by different symbols. • Clap simple rhythmic patterns while keeping the pulse. • Interpret symbols to demonstrate a pitch pattern. • Perform as part of a group to demonstrate dynamics, pitch and rhythm.
	Year 2	<p>Call and Response (Animals)</p> <ul style="list-style-type: none"> • Create short sequences of sound. • Copy a short rhythm • Learn a traditional song from Ghana. • Create rhythms based on call and response. • Add dynamics (volume) to a structure of rhythms. <p>Instruments (Musical Storytelling)</p> <ul style="list-style-type: none"> • Listen to and analyse a piece relating to a story. • Explore how music and sound effects can tell a story. • Select appropriate sounds to match events, characters and feelings in a story. • Suggest appropriate sounds to represent parts of a story • Perform a composition showing changes in tempo and dynamics 	<p><u>Singing (On This Island)</u></p> <ul style="list-style-type: none"> • Learn to sing a British folk song. • Practise and perform a song relating to the countryside. • Practise and perform a song relating to the city • Create symbols to represent sounds. • Develop and perform a musical composition. <p><u>Contrasting dynamics (Theme: Space)</u></p> <ul style="list-style-type: none"> • Create a simple soundscape using dynamic changes. • Compare two pieces of music. • Create a short pitch pattern to represent a planet. • Perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics 	<p>Structure (Myths and Legends)</p> <ul style="list-style-type: none"> • Read and clap a rhythm based on a phrase from a story. • Hear, write and clap rhythms based on a phrase from a story. • Perform a group composition. <p>Pitch (Musical Me)</p> <ul style="list-style-type: none"> • Understand and practise reading different symbols to show pitch. • Sing and draw pitch patterns. • Read and understand the notation for the song 'Once a Man Fell in a Well'. • Use a tuned percussion instrument to play a song. • Complete the notation for a short song using a three-line stave.



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Lower Key Stage 2	Year 3	<p>Ballads</p> <ul style="list-style-type: none"> • Move and sing as a team, following lyrics on screen. • Recognise minims, crotchets and quavers. often by ear, and reliably by sight. • Perform rhythms accurately from notation and layer them to create a composition. • Join in with the performances confidently, and reasonably in time and tune. • Make suggestions for improving their performance. <p>Creating Compositions in Response to Animations</p> <ul style="list-style-type: none"> • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying <p>Developing Singing Technique</p> <ul style="list-style-type: none"> • Move and sing as a team, following the lyrics on the screen. • Perform rhythms accurately from notation and layer them to create a composition. 	<p>Developing Singing Technique (The Vikings)</p> <ul style="list-style-type: none"> • Sing in time with others. • Recognise simple rhythmic notation by ear and by sight. • Use simple rhythmic notation to compose a Viking battle song. • Perform music with confidence and discipline <p>Pentatonic Melodies and Composition (Chinese New Year)</p> <ul style="list-style-type: none"> • Learn about the music used to celebrate the Chinese New Year festival. • Play a pentatonic melody on a tuned percussion instrument. • Write and perform a pentatonic melody. • Perform a group composition. • Perform a piece of music as a group. 	<p>Jazz</p> <ul style="list-style-type: none"> • Sing and clap a syncopated rhythm for a ragtime-style song. • Improvise a call and response. • Scat sing using the call and response format. • Create a jazz motif. • Adapt a familiar tune using jazz rhythms. <p>Traditional instruments and improvisation</p> <ul style="list-style-type: none"> • Form an opinion of Indian music. • Improvise using given notes. • Create a piece of music using a drone, rag and tag. • Perform a piece of music using musical notation.
	Year 4	<p>Rock and Roll</p> <ul style="list-style-type: none"> • Understand the history of rock and roll music • Perform with a sense of style. • Play a walking bass line on tuned percussion. • Play a rock and roll bass line. • Play a rock and roll piece of music. <p>Body and Tuned Percussion (Rainforest)</p> <ul style="list-style-type: none"> • Identify structure and texture in music. • Use body percussion. • Create musical rhythms using body percussion. • Create simple tunes. • Build and improve a composition. 	<p>Changes in Pitch, Tempo and Dynamics (Rivers)</p> <ul style="list-style-type: none"> • Sing in two parts using expression and dynamics. • Recognise key elements of music. • Create and perform an ostinato. • Improve and perform a piece of music based around ostinatos. <p>Adapting and Transposing Motifs (Romans)</p> <ul style="list-style-type: none"> • Sing in tune and in time. • Understand what a musical motif is. • Compose and notate a motif. • Develop and transpose a musical motif. • Combine and perform different versions of a musical motif. 	<p>Samba and Carnival Sound and Instruments</p> <ul style="list-style-type: none"> • Identify the main features of samba music. • Understand and play syncopated rhythms. • Play syncopated rhythms as part of a group. • Compose a basic rhythmic break. • Perform rhythmic breaks within the samba piece. <p>Haiku, music and performance</p> <ul style="list-style-type: none"> • Describe the festival of Hanami using words and sounds. • Represent a blossom tree using sounds. • Identify different musical features. • Work as a group to create a piece of music to celebrate Hanami. • Perform a piece of music to celebrate Hanami.



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Upper Key Stage 2	Year 5	Composition notation (Ancient Egypt) <ul style="list-style-type: none">• Sing with accuracy, fluency, control, and expression.• Explore and use different forms of notation.• Understand note length.• Read simple pitch notation.• Use hieroglyphs and stave notation to write a piece of music Blues <ul style="list-style-type: none">• Know some features of blues music.• Play the first line of the 12-bar blues.• Be able to play the 12-bar blues.• Play the blues scale on a tuned instrument.• Improvise with notes from the blues scale.	South and West Africa <ul style="list-style-type: none">• Sing a traditional African song unaccompanied.• Use tuned percussion to play a chord progression.• Use vocals or tuned percussion to perform a piece of music as an ensemble.• Play call and response rhythms using percussion instruments.• Create an eight-beat break to play within a performance. Composition to represent the festival of colour (Holi festival) <ul style="list-style-type: none">• Understand that music can be represented with colours.• Represent a piece of music as a graphic score.• Create a vocal composition based on a picture.• Create a piece of music inspired by a single colour.• Work as a group to perform a piece of music.	Musical Theatre <ul style="list-style-type: none">• Explain what musical theatre is and recall at least three features of this kind of music.• Categorise songs as action or character songs.• Select appropriate existing music for their scene to tell the story of a journey.• Perform in time with their groups, ensure smooth transitions between spoken dialogue, singing and dancing. Looping and Remixing <ul style="list-style-type: none">• Perform a looped body percussion rhythm; keeping in time with their group.• Use loops to create a whole piece of music, ensuring that the different aspects of music work together.• Choose a suitable fragment of music and be able to play it along to the backbeat.• Perform a piece with some structure and two different loops.



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	<p>Year 6</p>	<p>Dynamics, Pitch and Texture (Fingal's Cave)</p> <ul style="list-style-type: none">• Engage in discussion about the sounds of an orchestral piece.• Change dynamics and pitch, differentiating between the two.• Take the role of conductor or follow a conductor.• Change texture within their group improvisation and talk about its effect.• Create a graphic score to represent sounds.• Follow the conductor to show changes in pitch, dynamics and texture. <p>Film music</p> <ul style="list-style-type: none">• Appraise different musical features in a variety of film contexts• Identify and understand some composing techniques in film music.• Use graphic scores to interpret different emotions in film music.• Create and notate musical ideas and relate them to film music.• Play a sequence of musical ideas to convey emotion.	<p>Theme and Variation</p> <ul style="list-style-type: none">• Perform rhythms confidently either on their own or in a group.• Identify the sounds of different instruments and discuss what they sound like.• Make reasonable suggestions for which instruments can be matched to which pieces of art.• Recall the names of several instruments according to their orchestra sections.• Keep the pulse with the body percussion section and sing with control and confidence.• Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.• Draw the rhythms accurately and show a difference between each of their variations.• Showcase creativity in the finished product. <p>Songs of WW2</p> <ul style="list-style-type: none">• Use musical vocabulary to identify features of different eras of music.• Improve accuracy in pitch and control, singing with expression and dynamics.• Identify pitches within an octave when singing.• Use knowledge of pitch to develop confidence when singing in parts.• Notate a melody using pitches up to an octave.	<p>Baroque</p> <ul style="list-style-type: none">• Understand the importance of Monteverdi in the history of opera.• Read and play a canon from staff notation.• Demonstrate an understanding of Baroque music features when composing.• Combine knowledge of staff notation and aural awareness to play a fugue.• Apply their understanding of fugue structure when performing with others. <p>Composing and Performing a Leavers' song</p> <ul style="list-style-type: none">• Listen to and describe music.• Write lyrics for a song.• Organise lyrics into a song structure.• Use vocal improvisation and known melodies against a backing track.• Compose a melody.• Compose a verse melody.
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Computing		Term 1	Term 2	Term 3
EY	Nursery	Mini Mash and Purple Mash All About Me themed activities Mini Mash and Purple Mash 2Paint – Autumn, Remembrance, Bonfire, Christmas	Mini Mash and Purple Mash Numerical patterns and counting games/ winter activities Mini Mash and Purple Mash 2 paint– Spring and new life	Mini Mash and Purple Mash 2Beat and 2explore linked to Music and Movement Mini Mash and Purple Mash Activities linked to Minibeasts
	Reception	Photography <ul style="list-style-type: none"> Talk about what photos show. Take photos using a digital device. Open photos taken. Drawing Skills <ul style="list-style-type: none"> Select colours. Mark make purposefully on the screen. Control the pencil width. Choose tools to experiment with. Draw using a touch screen. 	Technology Around Us <ul style="list-style-type: none"> Know technology used in the home. Identify how technology is used outdoors. Identify technology used in the wider world. Sounds <ul style="list-style-type: none"> Experiment in the music area of Mini Mash to combine sounds Use the built-in sound effects in Purple Mash Record spoken words and play these back. 	Robots (Beebots) <ul style="list-style-type: none"> Describe a route that is in progress. Plan routes for toy vehicles. Follow a plan for a toy vehicle Use the buttons on a floor robot to make it move Purposefully use the buttons on a floor robot to make it move one step at a time. Plan and input instructions for a floor robot more than one step at a time. Keyboard Skills (iPads) <ul style="list-style-type: none"> Find the individual letters on the keyboard. Use the spacebar. Delete using the backspace key and the DELETE key. Type numbers. Use the arrow keys.



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Key Stage 1	Year 1	Online Safety and Exploring Purple Mash <ul style="list-style-type: none">• Log in safely and understand why that is important.• Create an avatar and to understand what this is and how it is used.• Create a picture and add their own name to it.• Save work to the My Work area and understand that this is private space.• Learn how to find saved work in the Online Work area.• Learn how to see messages left by the teacher on their work.• Learn how to search Purple Mash to find resources.• Explore the Tools area of Purple Mash and learn about the common icons used in for Save, Print, Open, New.• Explore Games area on Purple Mash.• Understand the importance of logging out when they have finished. Grouping and Sorting and Pictograms <ul style="list-style-type: none">• Think logically about steps of a process.• Sort items using a range of criteria.• Sort items on the computer using the 'Grouping' activities in Purple Mash.• Introduce the term 'algorithm' to describe logically following a process.• Understand that data can be represented in picture format.• Use a pictogram to record the results of an experiment.	Lego Builders and Maze Explorers <ul style="list-style-type: none">• Emphasise the importance of following instructions.• Follow and create simple instructions on the computer.• Consider how the order of instructions affects the result. Animated Story Books <ul style="list-style-type: none">• Understand the functionality of the basic direction keys in an activity.• Use the direction keys to complete the challenges successfully.• Understand the functionality of the basic direction keys in different activities.• Understand how to create and debug a set of instructions.• Use the additional direction keys as part of their algorithm.• Understand how to change and extend the algorithm list.• Create a longer algorithm for an activity.• Set challenges for other children.	Coding <ul style="list-style-type: none">• Understand what instructions are.• Predict what will happen when instructions are followed.• Understand that computer programs work by following instructions called code.• Use code to make a computer program.• Understand what objects and actions are.• Understand what an event is.• Use an event to control an object.• Begin to understand how code executes when a program is run.• Understand what backgrounds and objects are.• Understand how to use the scale attribute.• Plan a computer program.• Make a computer program Technology outside school <ul style="list-style-type: none">• Find and understand examples of where technology is used in the local community.• Record examples of technology outside school.



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	<p>Year 2</p>	<p>Coding</p> <ul style="list-style-type: none">• Understand what an algorithm is and create a computer program using simple algorithms.• Create a program using a given design.• Understand the collision detection event.• Understand that algorithms follow a sequence.• Design an algorithm that follows a timed sequence.• Understand the function of buttons in a program.• Know what debugging means.• Understand the need to test and debug a program repeatedly.• Debug simple programs. <p>Online Safety</p> <ul style="list-style-type: none">• Know how to refine searches using the Search tool.• Know how to share work electronically using the display boards.• Use digital technology to share work on Purple Mash to communicate and connect with others locally.• Have some knowledge and understanding about sharing more globally on the Internet.	<p>Questioning</p> <ul style="list-style-type: none">• Show that the information provided on pictograms is of limited use beyond answering simple questions.• Use yes/no questions to separate information.• Construct a binary tree to separate different items.• Use 2Question (a binary tree) to answer questions.• Use a database to answer more complex search questions.• Use the Search tool to find information. <p>Effective Searching</p> <ul style="list-style-type: none">• Understand the terminology associated with the Internet and searching.• Gain a better understanding of searching the Internet.• Create a leaflet to help someone search for information on the Internet.	<p>Creating Pictures</p> <ul style="list-style-type: none">• Explore 2Paint A Picture.• Look at the work of Impressionist artists and recreate them using the Impressionism template.• Look at the work of pointillist artists such as Seurat.• Recreate pointillist art using the Pointillism template.• Look at the work of Piet Mondrian and recreate it using the Lines template.• Look at the work of William Morris and recreate it using the Patterns template.• Look at some surrealist art and create your own using the eCollage function in 2Paint A Picture <p>Presenting Ideas</p> <ul style="list-style-type: none">• Explore how a story can be presented in different ways.• Make a quiz about a story or class topic.• Make a fact file on a non-fiction topic.• Make a presentation to the class
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Lower Key Stage 2	Year 3	<p>Coding</p> <ul style="list-style-type: none"> • Review previous coding knowledge. • Understand what a flowchart is and how flowcharts are • Understand that there are different types of timers. • Select the right type of timer for a purpose. • Understand how to use the repeat command. • Use coding knowledge to create a range of programs. • Understand the importance of nesting. • Design and create an interactive scene. <p>Online Safety</p> <ul style="list-style-type: none"> • Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • Understand how the Internet can be used to help us to communicate effectively. • Understand how a blog can be used to help us communicate with a wider audience. • Consider if what can be read on websites is always true. • Look at a 'spoof' website. • Create a 'spoof' webpage. • Think about why these sites might exist and how to check that the information is accurate. • Learn about the meaning of age restrictions symbols on digital media and devices. • Discuss why PEGI restrictions, exist. • Know where to turn for help if they see inappropriate content or have inappropriate contact from others 	<p>Touch Typing</p> <ul style="list-style-type: none"> • Introduce typing terminology. • Understand the correct way to sit at the keyboard. • Learn how to use the home, top and bottom row keys. • Practise and improve typing for home, bottom, and top rows. • Practise the keys typed with the left hand. • Practise the keys typed with the right hand. <p>Email</p> <ul style="list-style-type: none"> • Think about the different methods of communication. • Open and respond to an email. • Write an email to someone from an address book. • Learn how to use email safely. • Add an attachment to an email. • Explore a simulated email scenario. 	<p>Simulations</p> <ul style="list-style-type: none"> • Find out what a simulation is and understand the purpose of simulations. • Explore a simulation, making choices and discussing their effects. • Work through and evaluate a more complex simulation. <p>Spreadsheets</p> <ul style="list-style-type: none"> • Recap spreadsheet terms and purposes. • Add and edit data in a table layout. • Find out how spreadsheet programs can automatically create graphs from data. • Introduce the Advanced mode of 2Calculate. • Learn about describing cells using their addresses. • Learn about the formula wizard in 2Calculate Advanced mode. • Explore how tools can be combined to use 2Calculate to make number games. • Explore the use of the timer, random number and spin button tools • Learn about the formula bar in 2Calculate Advanced mode. • Use formulae to complete calculations. • Use the line graphing tool in 2Calculate with appropriate data. • Interpret a line graph to estimate values between data readings. • Use range notation in 2Calculate. • Use 2Calculate to create a model of a real-life situation. • Create a spreadsheet file with more than one sheet.
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Long Term Plan 2024-2025

	Year 4	<p>Coding</p> <ul style="list-style-type: none">• Review coding vocabulary and knowledge.• Create a simple computer program.• Understand selection in computer programming.• Understand how an IF statement works.• Understand how to use coordinates in computer programming.• Understand the Repeat until command.• Understand what a variable is in programming.• Use a number variable.• Create a playable game. <p>Online Safety</p> <ul style="list-style-type: none">• Understand how children can protect themselves from online identity theft.• Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.• Identify the risks and benefits of installing software including apps.• Understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.• Identify the positive and negative influences of technology on health and the environment.• Understand the importance of balancing game and screen time with other parts of their lives.	<p>Logo</p> <ul style="list-style-type: none">• Learn the structure of the language of 2Logo.• Input simple instructions in 2Logo.• Use 2Logo to create letter shapes.• Use the Repeat command in 2Logo to create shapes.• Use and build procedures in 2Logo. <p>Effective Searching</p> <ul style="list-style-type: none">• Locate information on the search results page.• Use search effectively to find out information.• Assess whether an information source is true and reliable.	<p>Hardware investigators</p> <ul style="list-style-type: none">• Understand the different parts that make up a desktop computer.• Recall the different parts that make up a computer. <p>Artificial intelligence</p> <ul style="list-style-type: none">• Understand the basic concept of artificial intelligence.• Identify real-life examples of artificial intelligence.• Recognise the impact of artificial intelligence in daily life.• Recap what is meant by the terminology artificial intelligence.• Explore how artificial intelligence can assist and benefit on daily life.• Understand the potential applications and impact of AI in the future.• Encourage critical thinking and creativity when thinking about the future of AI.• Understand how artificial intelligence is being used to create music and art.• Use artificial intelligence to create music and art.
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Long Term Plan 2024-2025

Upper Key Stage 2	Year 5	<p>Coding</p> <ul style="list-style-type: none"> • Create a playable game. • Program a simulation using 2Code. • Know what decomposition and abstraction are in computer science. • Take a real-life situation, decompose it and abstract it. • Understand how to use friction. • Begin to understand how functions work in code. • Understand what different variable types are and how they are used. • Understand how to create a string. • Understand what concatenation is. <p>Online Safety</p> <ul style="list-style-type: none"> • Understand the impact that sharing digital content can have. • Review sources of support when using technology and children's responsibility to one another in their online behaviour. • Know how to keep passwords secure. • Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • Be aware of appropriate and inappropriate materials online. • Search the Internet with a consideration for the reliability of the results of sources. 	<p>Databases</p> <ul style="list-style-type: none"> • Learn how to search for information in a database. • Contribute to a class database. • Create a database around a chosen topic. <p>Game Creator</p> <ul style="list-style-type: none"> • Plan a game. • Design and create the game environment. • Design and create the game quest. • Finish and share the game. • Self and peer evaluate. 	<p>3D modelling</p> <ul style="list-style-type: none"> • Introduce to 2Design tool • Move points • Design a 3D model • Do printing and making • Do a concept Map • Visual concept maps • Create a concept map • Retell a story with a concept map • Create a collaborative concept map <p>Word Processing</p> <ul style="list-style-type: none"> • Make a document from a blank page • Insert an image • Edit images in Word • Add text • Add finishing touches • Present information using tables • Write a letter using a template • Present information - newsletter
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Long Term Plan 2024-2025

	Year 6	Coding <ul style="list-style-type: none">• Design a game with a timer and a score.• Plan and use selection and variables.• Understand the launch command.• Use functions and know why they are useful.• Know how functions are created and called.• Use flowcharts to test and debug a program.• Create a simulation of a room in which devices can be controlled.• Understand the different options of generating user input in 2Code.• Know how user input can be used in a program.• Understand how 2Code can be used to make a text-based adventure game.	Spreadsheets <ul style="list-style-type: none">• Know what a spreadsheet looks like.• Navigate and enter data into cells.• Introduce some basic data formulae in Excel.• Demonstrate how the use of Excel can save time and effort when performing calculations.• Use a spreadsheet to model a situation.• Demonstrate how Excel can make complex data clear by manipulating the way it is presented.• Use formulae for percentages, averages, max and min in spreadsheets.• Create a variety of graphs in Excel.• Use a spreadsheet to model a real-life situation.• Apply spreadsheet skills to solving problems.	Binary <ul style="list-style-type: none">• Examine how whole numbers are used as the basis for representing all types of data in digital systems.• Recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s.• Understand that binary represents the on and off electrical states respectively in hardware and robotics.• Recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11.• Represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.• Explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms.• Represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.
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Long Term Plan 2024-2025

	<p>Online Safety</p> <ul style="list-style-type: none">• Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.• Identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.• Identify the benefits and risks of giving personal information and device access to different software.• Review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.• Have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.• Begin to understand how information online can persist and give away details of those who share or modify it.• Understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.• Identify the positive and negative influences of technology on health and the environment.	<p>Blogging</p> <ul style="list-style-type: none">• Identify the purpose of writing a blog.• Identify the features of successful blog writing.• Plan the theme and content for a blog.• Understand how to write a blog and a blog post.• Consider the effect upon the audience of changing the visual properties of the blog.• Understand how to contribute to an existing blog.• Understand the importance of commenting on blogs.• Peer-assess blogs against the agreed success criteria.• Understand how and why blog posts and comments are approved by the teacher.	<p>Text Adventures</p> <ul style="list-style-type: none">• Find out what a text-based adventure game is and to explore an example made in 2Create a Story.• Use 2Connect to plan a 'Choose your own Adventure' type story.• Use 2Connect plans for a story adventure to make the adventure using 2Create a Story.• Read and understand given code for a text adventure game.• Debug a text adventure.• Independently design and implement improvements to a text adventure game.
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Long Term Plan 2024-2025

PE		Term 1	Term 2	Term 3
EY	Nursery	Introduction to PE Use movement skills. Make independent choices. Follow instructions. Negotiate space safely, with consideration for myself and others. Play co-operatively and take turns.		
	Reception	Introduction to PE <ul style="list-style-type: none"> Use movement skills with developing balance and co-ordination. Follow instructions involving several ideas or actions. Negotiate space safely with consideration for myself and others. Demonstrate balance. Dance <ul style="list-style-type: none"> Negotiate space safely with consideration for myself and others. Be confident to perform. Use movement skills with developing strength, balance and co-ordination. Combine movements, selecting actions in response to the task. 	Multi-skills <ul style="list-style-type: none"> Negotiate space safely with consideration for myself and others. Increase confidence to try new challenges, deciding on the skills I use to complete the task. Follow instructions involving several ideas or actions. 	Multi-skills <ul style="list-style-type: none"> Increase confidence to try new challenges, deciding on the skills to use to complete the task. Play co-operatively, take turns and congratulate others. Play games honestly with consideration. Yoga <ul style="list-style-type: none"> Recognise how yoga makes me both feel physically and mentally. Remember and repeat actions, linking poses together. Say what I liked about someone else's flow. Show an awareness of space when travelling.



Long Term Plan 2024-2025



Key Stage 1	Year 1	<p>Multi-skills</p> <ul style="list-style-type: none"> • Change direction when moving at speed. • Recognise changes in my body when I do exercise. • Select my own actions in response to a task. • Show hopping and jumping movements. • Work co-operatively with others to complete tasks. <p>Dance</p> <ul style="list-style-type: none"> • Begin to use counts. • Copy, remember and repeat actions. • Move confidently and safely. • Use different parts of the body in isolation and together. • Work with others to share ideas and select actions. • Choose appropriate movements for different dance ideas. • Say what I liked about someone else's performance. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • Begin to catch with two hands. • Begin to dribble a ball with hands and feet. • Begin to understand simple tactics. • Roll and throw with some accuracy towards a target. • Say when someone was successful. • Track a ball that is coming towards me. • Work co-operatively with a partner. <p>Multi-skills</p> <ul style="list-style-type: none"> • Begin to send and receive a ball with feet. • Catch a ball with some success. • Recognise changes in my body when I do exercise. • Roll a ball towards a target. • Throw a ball to a partner. • Track a ball that is coming towards me. • Work co-operatively with a partner. 	<p>Yoga</p> <ul style="list-style-type: none"> • Recognise how yoga makes me both feel physically and mentally. • Remember and repeat actions, linking poses together. • Say what I liked about someone else's flow. • Show an awareness of space when travelling. • Work with others to create poses. <p>Multi-skills</p> <ul style="list-style-type: none"> • Communicate simple instructions. • Follow instructions. • Follow a path and lead others. • Listen to others' ideas. • Suggest ideas to solve tasks. • Work with a partner and a small group. • Understand the rules of the game.
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Long Term Plan 2024-2025



Key Stage 1	Year 2	<p>Multi-skills</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words. • Begin to turn and jump in an individual skipping rope. • Describe how my body feels during exercise. • Show balance when changing direction. • Show hopping, skipping and jumping movements with some balance and control. • Work co-operatively with a partner and a small group. • Show balance and co-ordination when running at different speeds. <p>Dance</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words. • Copy, remember, repeat and create dance phrases. • Describe how my body feels during exercise. • Show a character and idea through the actions and dynamics I choose. • Use counts to stay in time with the music. 	<p>Cricket</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words. • Develop underarm and overarm throwing skills. • Hit a ball using equipment with some consistency. • Track a ball and collect it. • Use simple tactics. • Know how to score points and can remember the score. • Understand the rules of the game and can use these to play fairly in a small group. <p>Multi-skills</p> <ul style="list-style-type: none"> • Describe how my body feels during exercise. • Identify good technique. • Jump and land with control. • Use an overarm throw to help me to throw for distance. • Work with others, taking turns, and sharing ideas. • Show balance and co-ordination when running at different speeds. • Try my best. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words. • Be proud of my work and confident to perform in front of others. • Perform the basic gymnastic actions with some control and balance. • Plan and repeat simple sequences of actions. • Use directions and levels to make my work look interesting. • Use shapes when performing other skills. • Work safely with others and apparatus. <p>Multi-skills</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words. • Begin to understand and use simple tactics. • Dribble a ball with my hands and feet with some control. • Roll and throw a ball to hit a target. • Send and receive a ball using both kicking and throwing and catching skills. • Track a ball and collect it. • Work co-operatively with a partner and a small group.
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Long Term Plan 2024-2025

Lower Key Stage 2	Year 3	<p>Football</p> <ul style="list-style-type: none"> • Begin to use simple tactics. • Learn the rules of the game. • Dribble, pass, receive and shoot the ball with some control. • Find space away from others and near to my goal. • Provide feedback using key words. • Work co-operatively with my group to self-manage games. <p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently. • Use a range of strokes effectively. <p>Netball/Benchball</p> <ul style="list-style-type: none"> • Learn the rules of the game • Begin to use them to play fairly. • Provide feedback using key words. • Throw with some accuracy. • Begin to catch with some consistency. 	<p>Dance</p> <ul style="list-style-type: none"> • Provide feedback using key words. • Repeat, remember and perform a dance phrase. • Use counts to keep in time with a partner and group. • Work with a partner and in a small group, sharing ideas. <p>Hockey</p> <ul style="list-style-type: none"> • Delay an opponent and help to prevent the other team from scoring. • Dribble, pass, receive and shoot the ball with increasing control. • Move to space to help my team to keep possession and score goals. • Use simple tactics to help my team score or gain possession. • Understand the rules of the game and I can use them often and honestly. <p>Tag Rugby</p> <ul style="list-style-type: none"> • Communicate with my team and move into space to keep possession and score. • Pass and receive the ball with some control under pressure. • Tag opponents and close space. • Know what position I am playing. 	<p>Athletics</p> <ul style="list-style-type: none"> • Develop jumping for distance. • Throw a variety of objects, changing my action for accuracy and distance. • Use different take off and landings when jumping. <p>Rounders</p> <ul style="list-style-type: none"> • Bowl a ball towards a target. • Begin to strike a bowled ball. • Develop an understanding of tactics and begin to use them in game situations. <p>Gymnastics</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words. • Be proud of my work and confident to perform in front of others. • Perform the basic gymnastic actions with some control and balance. • Plan and repeat simple sequences of actions. • Use directions and levels to make my work look interesting. • Use shapes when performing other skills. • Work safely with others and apparatus.



Long Term Plan 2024-2025

	<p>Year 4</p>	<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. <p>Football</p> <ul style="list-style-type: none"> Understand the rules of the game and use them often and honestly. Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game. <p>Netball/Benchball</p> <ul style="list-style-type: none"> Learn the rules of the game and use them to play fairly. Provide feedback using key words. Throw with some accuracy and catch with some consistency. Understand the aim of the game. 	<p>Hockey</p> <ul style="list-style-type: none"> Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. <p>Dance</p> <ul style="list-style-type: none"> Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Provide feedback using appropriate language relating to the lesson. Respond imaginatively to a range of stimuli, relating to character and narrative. <p>Tag Rugby</p> <ul style="list-style-type: none"> Communicate with my team and move into space to keep possession and score. Identify when I was successful and what I need to do to improve. Pass and receive the ball with some control under pressure. Tag opponents and close down space. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Begin to provide feedback. Be confident to perform. Perform the basic gymnastic actions with some control and balance. Plan and repeat simple sequences. Use directions and levels. Use shapes when performing. Work safely with others and apparatus. <p>Athletics</p> <ul style="list-style-type: none"> Develop jumping for distance. Identify when I was successful. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects. Use different take off and landings. Use key points to help me to improve my sprinting technique. <p>Rounders</p> <ul style="list-style-type: none"> Bowl a ball with some accuracy, and consistency. Provide feedback using key terminology and understand what I need to do to improve. Strike a bowled ball with adapted equipment.
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Long Term Plan 2024-2025

Upper Key Stage 2	Year 5	<p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. <p>Football</p> <ul style="list-style-type: none"> Create and use space to help my team. Dribble, pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. <p>Cricket</p> <ul style="list-style-type: none"> Select the appropriate action for the situation. Strike a bowled ball with increasing consistency and accuracy. Use a wider range of fielding skills. Use the rules of the game. Understand and can apply some tactics in the game as a batter, bowler and fielder. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Provide feedback using key words. Be proud of my work and confident to perform in front of others. Perform the basic gymnastic actions with some control and balance. Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting. Use shapes when performing other skills. Work safely with others and apparatus. <p>Hockey</p> <ul style="list-style-type: none"> Communicate with my team and move into space to keep possession and score. Dribble, pass, receive and shoot the ball with some control under pressure. Identify when I was successful and what I need to do to improve. Use tracking, tackling and intercepting when playing in defence. Know what position I am playing in and how to contribute when attacking and defending. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can use them most of the time to play fairly and honestly. 	<p>Athletics</p> <ul style="list-style-type: none"> Develop jumping for distance skills. Identify when I was successful. Take part in a relay activity, remembering when to run and what to do Throw a variety of objects, changing my action for accuracy and distance. Use different take off and landings when jumping. Use key points to help me to improve my sprinting technique. Work with a partner and in small group, sharing ideas. Show determination to achieve my personal best. <p>Rounders</p> <ul style="list-style-type: none"> Strike a ball with a rounders bat. Developing a wider range of fielding skills and use these under some pressure. Identify when I was successful and what I need to do to improve. Work co-operatively with others to manage our game. Understand the need for tactics and identify when to use them in different situations. Understand the rules of the game and apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to use this.
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	Year 5 continued...	Netball/Benchball <ul style="list-style-type: none">• Officiate and help to manage a game by refereeing.• Select the appropriate action for the situation and make this decision quickly.• Use a wider range of skills with increasing control under pressure.• Use the rules of the game consistently to play honestly and fairly.• Work collaboratively to create tactics with my team and evaluate the effectiveness of these.• Work in collaboration with others so that games run smoothly.• Recognise my own and others strengths and areas for development and can suggest ways to improve.	Tag Rugby <ul style="list-style-type: none">• Communicate with my team and move into space to keep possession and score.• Identify when I was successful and what I need to do to improve.• Pass and receive the ball with some control under pressure.• Tag opponents and close down space.• Know what position I am playing in and how to contribute when attacking and defending.• Understand the need for tactics and identify when to use them in different situations. <p>Understand the rules of the game and I can apply them honestly most of the time.</p>	Dance <ul style="list-style-type: none">• Accurately copy and repeat set choreography.• Choreograph phrases individually and with others considering actions and dynamics.• Confidently perform different styles of dance, clearly and fluently, showing I can lead a group through short warm-up routines.• Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.• Suggest ways to improve my own and other people's work using key terminology.• Use counts when choreographing to stay in time with others and the music.
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	<p>Year 6</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. Perform safe self-rescue in different water-based situations. <p>Football</p> <ul style="list-style-type: none"> Create and use space to help my team. Dribble, pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Provide feedback using key words. Be proud of my work and confident to perform in front of others. Perform the basic gymnastic actions with some control and balance. Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting. Use shapes when performing other skills. <p>Hockey</p> <ul style="list-style-type: none"> Create and use space to help my team. Dribble, pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p>Athletics</p> <ul style="list-style-type: none"> Developing jumping for distance skills. Identify when I was successful Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing my action for accuracy and distance. Use different take off and landings when jumping. Use key points to help me to improve my sprinting technique. Show determination to achieve my personal best. <p>Rounders</p> <ul style="list-style-type: none"> Strike a bowled ball with increasing consistency. Use a wider range of skills with increasing control under pressure. Use the rules of the game consistently to play fairly. Work collaboratively with others to get batters out. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. Understand and can apply some tactics in the game as a batter, bowler and fielder.
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Year 6 continued...	Cricket <ul style="list-style-type: none">• Select the appropriate action.• Strike a bowled ball with increasing consistency and accuracy.• Use a wider range of fielding skills with increasing control under pressure.• Use the rules consistently.• Work in collaboration with others so that games run smoothly.• Recognise my own and others strengths and suggest ways to improve.• Understand and can apply some tactics in the game as a batter, bowler and fielder.	Tag Rugby <ul style="list-style-type: none">• Communicate with my team and move into space to keep possession and score.• Identify when I was successful and what I need to do to improve.• Pass and receive the ball with some control under pressure.• Tag opponents and close down space.• Know what position I am playing in and how to contribute when attacking and defending.• Understand the need for tactics and can identify when to use them in different situations.• Understand the rules of the game and apply them honestly most of the time.• Understand there are different skills for different situations and apply these.	Dance <ul style="list-style-type: none">• Choreograph a dance and work safely using a prop.• Lead a small group through a short warm-up routine.• Perform dances confidently and fluently with accuracy and good timing.• Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.• Use appropriate language to evaluate and refine my own and others' work.• Use feedback provided to improve the quality of my work.• Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
	Dodgeball <ul style="list-style-type: none">• Officiate and help to manage a game by refereeing.• Select the appropriate action for the situation and make this decision quickly.• Use a wider range of skills with increasing control under pressure.• Use the rules of the game consistently to play honestly and fairly.• Work collaboratively to create tactics with my team and evaluate the effectiveness of these.• Recognise my own and others strengths and areas for development and suggest ways to improve.		



Long Term Plan 2024-2025

 RE		Term 1	Term 2	Term 3
EY	Nursery	Acceptance of others <ul style="list-style-type: none">• Ourselves• Our Families• Similarities and differences• Christmas Nativity story• Visit to St Mungo's Church		
	Reception	What makes us special <ul style="list-style-type: none">• Discussing what makes people special and recognising that everyone is different.• Discussing who is special to the children and understanding that everyone has different beliefs and ideas.• Exploring who helps people in the community.• Exploring why people should care for others through stories.• Learning that some Christians believe that Jesus is special by reading and discussing a story. Time to celebrate <ul style="list-style-type: none">• To explore how some people celebrate different festivals.		



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Key Stage 1	Year 1	<p>How did the world begin?</p> <ul style="list-style-type: none"> • Show respect when talking about big ideas • Understand what creation means in relation to the natural world. • Know that some people believe God created the world as described in Genesis. • Recognise that there are different creation stories to explain how the world began. • Express ideas about what a creator might be like. • Explore and express ideas about creation. <p>What do some people believe God looks like?</p> <ul style="list-style-type: none"> • Express ideas about God. • Explain how some Muslim people express their ideas about God. • Recognise some of the different forms of God in the Hindu worldview. • Recognise that many Christian people believe Jesus is the son of God and God on Earth. • Identify how some religious worldviews refer to and represent God. • Identify and explain some of the different names people use for God. 	<p>What is God's job?</p> <ul style="list-style-type: none"> • Investigate different beliefs about God through exploring the 99 names of Allah. • Identify beliefs about special relationships with God from a Jewish story. • Describe what some people believe about God using Jewish scripture. • Describe what some people believe about God using a Christian story. • Understand what some Hindus believe about God's different forms and identify the roles of the Trimurti. • Explore some Zoroastrian beliefs about God through their creation story. <p>Why should we care for the world?</p> <ul style="list-style-type: none"> • Explore who might own the world through a creation story. • Investigate why some people believe God created humans last in the creation story. • Understand the meaning of stewardship through exploring quotes. • Investigate what some Muslims believe about caring for the world by exploring stories about Muhammad. • Understand why some people believe it is important to care for the world by exploring ahimsa. • Understand the importance of taking care of the world from different views. 	<p>How do we know that new babies are special?</p> <ul style="list-style-type: none"> • Explore the belief in a God that created humans and suggest why babies are special to parents. • Explain why some Muslim people welcome a new baby with the Adhan. • Explain how some Muslim people welcome a new baby by investigating Aqiqah. • Explain how some Hindu people welcome a new baby by exploring Jatakarma. • Explore how promises are made during Christian baptism ceremonies. • Identify why names are sometimes an important part of baby naming ceremonies. <p>Why should we care for others?</p> <ul style="list-style-type: none"> • Identify how and why some people care for others by exploring the Sikh belief in Sewa. • Investigate why many Muslims believe it is important to care for others by exploring Zakat. • Investigate why some ways of caring might take more effort and receive less thanks than others by exploring Tzedakah. • Explore Christian teachings on caring through stories about Jesus. • Identify some Humanist beliefs about the importance of caring for others.
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	<p>Year 2</p>	<p>Why do we need to give thanks?</p> <ul style="list-style-type: none"> Identify and discuss big questions. Identify how and why some people say thank you. Appreciate why harvest is an important time to express gratitude. Identify some of the ways and reasons Hindus and Christians might show their gratitude to God. Describe how and why some Hindus use puja to express gratitude to God. Describe how Christian worship songs are used to express gratitude to God. <p>What do candles mean to people?</p> <ul style="list-style-type: none"> Express and compare ideas about the meaning of candles. Recognise why candles are used to represent stories and beliefs. Know that the festival of Diwali can be celebrated in different ways. Know how some Christian followers might celebrate Advent. Understand what candles mean to people. 	<p>How do we know some people have a special connection to God?</p> <ul style="list-style-type: none"> Identify how the Christmas story symbolises that Jesus is special. Investigate why Guru Nanak is seen as special from birth within the Sikh worldview. Identify how some people know that others are special using stories. Understand that some people believe certain children are special by exploring a Hindu story. Understand why Muhammad is special to some people through exploring a story. Investigate a story that shows Jesus as special for some believers. <p>What is a prophet?</p> <ul style="list-style-type: none"> Identify the characteristics of a prophet by exploring a story. Investigate stories about people's responses to the role of a prophet. Explore the promises made to some prophets in stories and scriptures. Investigate how the role of Muhammad is important to some Muslims using stories and scripture. Explore the role of Jesus in different worldviews using stories and scripture. Explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings. 	<p>How do some people talk to God?</p> <ul style="list-style-type: none"> Consider why some people might choose to talk to God. Investigate ways some people pray. Recognise how different people use their bodies to pray by exploring practices. Understand why some people use special objects and clothing during prayer. Explore Hindu prayer practices and the significance of special objects. Explore where some prayers come from. <p>Where do some people talk to God?</p> <ul style="list-style-type: none"> Explore how Muslims pray both individually and in a mosque. Describe and explain the features of an Orthodox Christian church. Compare different Christian places of worship. Explore the importance of the synagogue to some Jewish people by identifying features that help them pray. Discuss why a gurdwara is a special place for some Sikh people by discovering the importance of its different features. Find out why different places are important to people because of their beliefs.
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Lower Key Stage 2	Year 3	<p>What makes us human?</p> <ul style="list-style-type: none"> • Recognise that everyone has a worldview by exploring influences. • Consider what makes humans special by exploring beliefs about the soul. • Describe what some people believe about being human through exploring personal responses. • Explore the meaning of spirituality to different people. • Explain how and why some Buddhists meditate. • Present own and others' views to answer the enquiry question, 'What makes us human?'. 	<p>Is scripture central to religion?</p> <ul style="list-style-type: none"> • Examine some key beliefs about scripture from the Jewish worldview. • Explain how beliefs about the source of scripture may impact the value placed on it. • Make connections between beliefs about the Qur'an and the Hadith and how they are used. • Recognise and explain similarities and differences between Jewish and Christian scripture. • Explore the ways some Christians view and use the Bible. • Evaluate what makes scriptures central to religion. 	<p>Why is water symbolic?</p> <ul style="list-style-type: none"> • Explore how water is important to life practically and symbolically. • Explore the significance of water in rituals. • Investigate water's symbolism and role in various religious rituals. • Explore how water is considered precious in different cultures and religions. • Investigate how water is connected to special places through poetry and images.
		<p>Where do we get our morals from?</p> <ul style="list-style-type: none"> • Explain what morals are. • Evaluate the importance of religious guidance to some Christian and Jewish people. • Explore how some people remember moral guidance. • Describe how some people apply religious guidance in daily life. • Analyse religious and non-religious guidance. • Express and justify opinions about moral guidance. 	<p>What happens if we do wrong?</p> <ul style="list-style-type: none"> • Analyse the consequences of wrongdoing by exploring different perspectives. • Examine some Christian beliefs about the process of forgiveness. • Investigate how some religious people seek God's forgiveness after wrongdoing. • Investigate some beliefs about what happens to the soul after repentance. • Investigate some Christian beliefs about cleansing the soul. • Explore some Hindu beliefs on how actions can affect the soul. 	<p>Why is fire used ceremonially?</p> <ul style="list-style-type: none"> • Describe how fire can symbolise remembrance for some Christian and Jewish people. • Explore ways that fire can be used in the community. • Explore how fire is used at the Olympics. • Explore the significance of the eternal flame in the Jewish and Zoroastrian worldviews. • Examine how Hindu beliefs can be expressed through the symbolic use of fire. • Make links between the symbolism of fire in different worldviews.



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Year 4	Are all religions equal? <ul style="list-style-type: none">• Listen and respond respectfully to others' thoughts, opinions and ideas.• Recognise that there are many connections between religious worldviews.• Explain similarities and differences in how people understand God.• Identify how some Sikh beliefs and practices reflect ideas about religious equality.• Determine how Bahá'í teachings influence some practices.• Express ideas about religious equality and harmony.	Just how important are our beliefs? <ul style="list-style-type: none">• Make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.• Recognise the value of ceremonies of commitment to some religious and non-religious people.• Reflect on whether commitment to beliefs can be shown through outward appearance.• Investigate how commitment to beliefs can be demonstrated through diet by some people• Explore why some people sacrifice time or money for their beliefs• Describe what sacrifice can mean to some Sikh people.	Why is the Bible the best-selling book of all time? <ul style="list-style-type: none">• Know how the Christian Bible came to exist using historical enquiry.• Explore the contents of the Bible and how they were decided on.• Evaluate the impact of people and events on the modern-day Christian Bible.• Explain the importance of Bible interpretation to many Christians.• Compare the use of the Christian Bible in different churches.• Identify ways in which the Christian Bible is relevant to some people today.
	What makes some texts sacred? <ul style="list-style-type: none">• Recognise how religious ideas can be communicated without written words.• Make connections with beliefs about the origin of scripture and how it is used.• Evaluate the significance of religious scripture to some people.• Describe the importance of scripture to some people.	Who was Jesus really? <ul style="list-style-type: none">• Explore who Jesus was and how he has been represented in different ways.• Investigate the different groups Jesus might have associated with.• Consider how Roman life may have impacted on Judea.• Understand what a prophecy is and explore beliefs about prophecies.• Consider the concept of miracles and their significance to beliefs about Jesus.• Understand the significance of the Resurrection in Christianity and explore what it suggests about Jesus.	Does the language of scripture matter? <ul style="list-style-type: none">• Investigate the transition from oral tradition to written scripture in ancient civilisations.• Understand the importance of religious and cultural languages by exploring Yiddish.• Explore the importance of Classical Arabic in Muslim beliefs and practices.• Consider why some Jewish and Muslim people learn the language of their scriptures.• Understand the role of translations by exploring religious scripture.• Investigate the use of art in some religious scripture.



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Upper Key Stage 2	Year 5	<p>Why do people have to stand up for what they believe in?</p> <ul style="list-style-type: none"> • Recognise how religious beliefs vary based on exploring different viewpoints. • Recognise the importance of religious freedom by interpreting news reports • Consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. • Explain why Bandi Chhor Divas is celebrated by many Sikhs • Consider how the meaning of festivals can differ by exploring the origin of Bonfire Night • Explain how and why people stand up for what they believe in. <p>Why doesn't Christianity always look the same?</p> <ul style="list-style-type: none"> • Recognise factors that influenced the spread of Christianity • Identify some of the features of a Catholic church • Recognise why Christianity changed over time • Consider the impact of Christian practice • Appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world. 	<p>What happens when we die?</p> <ul style="list-style-type: none"> • Understand the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. • Explore some Jewish beliefs about death through the concept of purgatory. • Investigate sources about the afterlife for some Muslim people. • Explain what funerals mean for different people. • Explore the role of forgiveness for people in different worldviews. • Recognise the significance of Dia de los Muertos as a religious and cultural celebration for some Catholic people. <p>What happens after death?</p> <ul style="list-style-type: none"> • Explain some Dharmic beliefs about the soul • Understand some beliefs about samsara and reincarnation. • Recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara. • Describe how certain practices and traditions may help a Sikh person cope with the death of someone. • Express ideas about enlightenment based on Buddhist beliefs. • Express ideas about enlightenment based on Buddhist beliefs. 	<p>Who should we get to be in charge?</p> <ul style="list-style-type: none"> • Explore the creation of laws and teachings within communities. • Recognise different ways leaders might be selected. • Explore where some religious laws might come from. • Understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. • Explore leadership qualities through the examples of historical and religious leaders. • Learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in Sikhism. <p>Why are some places in the world significant to believers?</p> <ul style="list-style-type: none"> • Explore the creation of laws and teachings within communities. • Recognise different ways leaders might be selected. • Explore where some religious laws might come from. • Understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. • Explore leadership qualities through the examples of historical and religious leaders. • Learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in Sikhism.
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Year 6	<p>Why does religion look different around the world? (pt 1)</p> <ul style="list-style-type: none"> • Recognise how religious beliefs vary based on exploring different viewpoints. • Recognise the importance of religious freedom by interpreting news reports. • Consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. • Explain why Bandi Chhor Divas is celebrated by many Sikhs. • Consider how the meaning of festivals can differ by exploring the origin of Bonfire Night. • Explain how and why people stand up for what they believe in. 	<p>Why is it better to be there in person?</p> <ul style="list-style-type: none"> • Explore the factors that can shape someone's experience of a religious or non-religious event. • Understand the significance of places for some Jewish and non-Jewish people. • Evaluate the rules around attending significant places. • Consider the challenges that many Muslims may face when travelling to Makkah. • Understand the significance of attending a non-religious event as a Humanist. • Explore the concept of pilgrimage and its relevance in the UK. 	<p>Why is there suffering? (pt 2)</p> <ul style="list-style-type: none"> • Consider how people's beliefs influence their response to suffering. • Interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami. • Explore how the Four Noble Truths can help some Buddhists respond to suffering. • Recognise how the belief in Hukam can help some people in difficult times. • Discuss how some Shinto followers believe suffering can be prevented. • Recognise how responses to suffering vary using stories, beliefs and practices.
	<p>Why does religion look different around the world? (pt 2)</p> <ul style="list-style-type: none"> • Recognise the importance of words used to describe God. • Identify the similarities and differences between some Abrahamic religions. • Identify why some mitzvot have been adapted. • Explain reasons why traditions can vary within a religion. • Recognise how some religious practices are influenced by both culture and scripture. • Discuss reasons why someone may choose to cover their hair. 	<p>Why is there suffering? (pt 1)</p> <ul style="list-style-type: none"> • Explain some causes of suffering by exploring scripture and experience. • Understand the concept of free will through exploring scripture. • Investigate beliefs about human wrongdoing through religious perspectives. • Explore beliefs about suffering and goodness through scripture and personal responses. • Explore different beliefs about God's role in suffering. • Examine how teachings about Jesus affect some Christian responses to suffering. 	<p>What place does religion have in our world today?</p> <ul style="list-style-type: none"> • Express a personal worldview through art. • Interpret the religious make-up of the UK by examining census data. • Compare the use of places of worship locally and elsewhere in the UK. • Investigate the spread of religion across the world. • Discuss the importance of freedom of religion and belief by analysing different scenarios. • Explain the importance of learning about and understanding others' worldviews through real-life examples.



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PSHE		Term 1	Term 2	Term 3
EY	Nursery and Reception	<p>Self-Regulation: My Feelings</p> <ul style="list-style-type: none"> Identify and express feelings. Explore different coping strategies to help regulate emotions. Consider reasons behind emotions. Explore adjectives that can be used to describe feelings. Explore different facial expressions and what they mean. Recognise how to moderate behaviour socially and emotionally. <p>Building Relationships: Special Relationships</p> <ul style="list-style-type: none"> Understand that all families are valuable and special. Talk about people that hold a special place in children's lives. Understand why it is important to share and cooperate with others. Develop strategies to help when trying to share with others. Understand that it is ok to like different things. Explore diversity through thinking about similarities and differences. 	<p>Managing Self: Taking in Challenges</p> <ul style="list-style-type: none"> Understand why we have rules. Understand the importance of persistence and resilience in the face of challenges. Work together as a group to overcome challenges. Communicate effectively with others. Learn and practise 'grounding' coping strategies. <p>Self-Regulation: Listening and Following Instructions</p> <ul style="list-style-type: none"> Understand why it is important to listen carefully. Listen attentively to a story and talk about and retell parts of a story they have deep familiarity with. Understand why it is important to tell the truth and think about the feelings of others. Persevere when things are difficult. Give simple instructions. Listen and respond to phrases and instructions that involve several ideas or actions. 	<p>Building Relationships: My Family and Friends</p> <ul style="list-style-type: none"> Understand that we all have different beliefs and celebrate in different ways. Think about the perspectives of others. Understand why sharing is important. Understand the characteristics that make a good friend. Think about why it might be difficult for others to be a good friend all of the time. Consider why it is important to support each other by being kind. Learn how to help, listen to and support others when working in a team. <p>Managing Self: My Wellbeing</p> <ul style="list-style-type: none"> Learn about the importance of exercise. Explore how exercise affects different parts of the body. Learn how yoga can help our bodies to stretch, relax and stay healthy. Explore guided meditation and relaxation. learn how yoga can help our bodies to stretch, relax and stay healthy. Explore guided meditation and relaxation. Understand what it means to be a safe pedestrian. Explore what it means to have a balanced diet and eat healthily.



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Key Stage 1	Year 1	<p>Family and Relationships</p> <ul style="list-style-type: none"> • Know families can include different people. • Understand who their friends are and what people like to do with friends. • Describe what people look like if they are feeling: angry, scared, upset or worried. • Identify ways of responding to this by either offering help or giving them space. • Understand skills needed to work together. • Understand friendships can have problems and learn ways to overcome them. • Understand how actions can affect people. • Explain what a stereotype is. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Describe how they feel recognising what emotions might look/feel like. • Describe their own qualities and strengths, recognise what they want to get better at. • Describe their bedtime routine, explaining why sleep is important. • Explain how rest and relaxation affects our bodies, including mental functions. • Identify where they could use relaxation to help manage difficult emotions. • Understand how germs can be spread. • Know how to wash their hands properly. • Know the three things they need to do when out in the sun to keep safe. • Know people can be allergic to certain things and how to help with an allergic reaction. • Understand that there are a range of people who help to keep us healthy. 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. • Understand ways to keep safe and not get lost and know what to do if they do. • Know the number for the emergency services and their own address. • Understand that some types of physical contact are never acceptable. • Know what can go into or onto the body and when they should check with an adult. • Understand that there are hazards in houses and know how to avoid them. • Understand and name jobs that people do to help keep us safe. <p>Citizenship</p> <ul style="list-style-type: none"> • Explain why the class and school rules are important. • Discuss the different needs of a range of pets. • Describe some of the needs of babies and young children. • Recognise some similarities and differences between themselves and others. • Identify some groups which they belong to. • Recognise that different individuals belong to different groups. • Explain why voting is a fair way to make a decision involving a lot of people. 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Explain how children might get money. • Explain some different ways to keep money safe. • Discuss the role of banks and building societies. • Recognise that people may make different choices about spending or saving. • Explain that a range of jobs exist in school and that different skills are needed for these jobs.
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	<p>Year 2</p>	<p>Family and Relationships</p> <ul style="list-style-type: none"> • Understand that families offer love and support and that different families may be made up of different people. • Consider what friends may be thinking and feeling in different situations. • Recognise some issues that may occur in friendships and which of these may need adult help to resolve. • Understand that expectations of manners may change according to the situation. • Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. • Explain what gender stereotypes are in relation to careers. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Describe how they would feel in a particular situation. • Understand the effect of physical activity on their body and mind. • Describe the positive effects of relaxation and know there are different ways to relax. • Use breathing exercises to relax. • Create a complete ladder detailing achievable steps which work towards a goal. • Explain what a growth mindset is. • Use strategies to stay calm during trick challenges. • Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Understand how the internet can be used to help us. • Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. • Understand what a secret is and what a surprise is. • Know the name of parts of the body, including those of the private parts for their gender. • Explain the PANTS rule. • Understand how to keep safe near roads. • Explain the rules for crossing the road. • Understand when we should take medicines that can help us feel better when we are unwell. <p>Citizenship</p> <ul style="list-style-type: none"> • Recognise different rules for situations. • What makes a good school environment. • Recognise that everyone in school has a responsibility to maintain the school environment. • Identify some jobs that people do to keep the local area pleasant. • Recognise some local job roles that help the community. • Recognise similarities and difference between people in the local community. • Explain that differences should be respected. • Explain how the school council works. • Share their opinions on things that matter. 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Explain where adults get money from. • Explain the difference between wants and needs. • Recognise that saving might be necessary to buy the things we want. • Explain that banks are a safe place to keep money. • Consider different factors when choosing a bank account. • Recognise that different jobs require different skills.
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Lower Key Stage 2	Year 3	Family and Relationships <ul style="list-style-type: none">• Know that families offer each other support but sometimes they can experience problems.• Understand that problems occur in friendships and that violence is never right.• Understand what bullying is and what to do if it happens.• Describe what a good listener is and know how to show that they are listening.• Say who they trust and why.• Understand that people can have similarities and differences and explain how differences can be positive.• Understand how toys can reinforce gender stereotypes.• Understand that stereotypes arise from a range of factors, including some of those associated with age. Health and Wellbeing <ul style="list-style-type: none">• Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.• Understand the different aspects of my identity.• Identify their own strengths and that they can help other people.• Describe how they would break a problem down into small, achievable goals.• Understand the benefits of healthy eating and dental health.	Safety and the Changing Body <ul style="list-style-type: none">• Show an understanding that they must consider their own safety before helping others in an emergency situation.• Understand how to help someone who has been bitten or stung.• Write an email with instructions written using positive language.• Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.• Send an email that describes some of the best ways to avoid being tricked by fake emails. Citizenship <ul style="list-style-type: none">• Explain that children have rights and how these benefit them.• Explain the responsibilities adults have for supporting children's rights.• Discuss the benefits of recycling.• Recognise some of the different groups within the local community and how they use local buildings.• Explain how charities support the local community.• Describe how democracy works locally and how this affects us.• Recognise the need for rules and the consequences of breaking rules.	Economic Wellbeing <ul style="list-style-type: none">• Explain how children might get money.• Explain some different ways to keep money safe.• Discuss the role of banks and building societies.• Recognise that people may make different choices about spending or saving.• Explain that a range of jobs exist in school and that different skills are needed for these jobs.



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	<p>Year 4</p>	<p>Family and Relationships</p> <ul style="list-style-type: none">• Understand manners vary in situations.• Understand boundaries in friendships, including physical boundaries.• Understand that what they do and say affects other people.• Understand the impact of bullying and the role bystanders can take.• Recognise stereotyped characters.• Understand that stereotypes about disabilities are usually untrue.• Understand that families are all different and they offer each other support but sometimes they can experience problems.• Know what bereavement is and how to support someone who has experienced it. <p>Health and Wellbeing</p> <ul style="list-style-type: none">• Identify key facts about dental health.• Describe a calm place that helps them to feel relaxed.• Describe how they feel when they make a mistake and explain what can be learned from making mistakes.• Write or describe their strengths and how they could use these in school.• Describe what makes them happy, suggesting how they could work towards this as a goal.• Explain that there are some things they can control and others they cannot.• Understand the range of emotions we can experience.• Understand what mental health is and that sometimes people might need help.	<p>Safety and the Changing Body</p> <ul style="list-style-type: none">• Understand reasons for age restrictions.• Understand how quickly information can spread on the internet and some of the risks associated with that.• Assess and give first aid to a casualty who is having difficulty breathing due to asthma.• Understand the difference between private and public, secrets and surprises.• Understand how search engines work and whether information is useful.• Understand the changes they have gone through and some changes to come.• Understand that they will change physically as they develop into adults.• Understand some of the risks of smoking and the benefits of being a non-smoker.	<p>Citizenship</p> <ul style="list-style-type: none">• Understand what human rights are and why they are important.• Understand how reusing items benefits the environment.• Understand the range of groups that exist in the wider community.• Understand how community groups can focus on different areas of interest.• Understand that diversity supports a community to work effectively.• Understand the role of local councillors. <p>Economic Wellbeing</p> <ul style="list-style-type: none">• Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions.• Understand how to keep track of money and why this is important.• Understand ways in which we can lose money and the range of feelings associated with losing money.• Understand that there are a range of influences on job choices and that these can be positive or negative.• Understand that people can change their job.
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Upper Key Stage 2	Year 5	<p>Family and Relationships</p> <ul style="list-style-type: none"> • Recognise that friendships have ups and downs and this is normal. • Understand what marriage is and know that it is a choice people make. • Understand that sometimes families can make children feel unhappy or unsafe. • Understand why someone might bully others. • Understand that attitudes and laws around gender equality have changed over time. • Understand that stereotypes exist and these can lead to discrimination. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Perform some yoga poses and describe how yoga makes them feel. • Describe how they can get a good night's sleep and explain why this is important. • Describe why they should embrace failure. • Describe a strategy to help manage feelings of failure and persevere. • Set themselves goals and consider how they will achieve them. • Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet. • Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't. 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Understand what is safe to share online and what to do before sending a message. • Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. • Accurately name all the relevant parts of the body. • Understand the changes their own gender will go through during puberty. • List the range of changes they will go through during puberty. • Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. • Understand that other people can influence our decisions but we have the right to make our own choices. <p>Citizenship</p> <ul style="list-style-type: none"> • Understand what happens when someone breaks the law. • Understand what rights are and that freedom of expression is one of these rights. • Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. • Understand how people contribute to society and how this is recognised. • Understand the role of pressure groups. • Understand the basics of how parliament works including the parts of parliament. 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Understand that borrowing money is a way to pay for something but this has to be repaid. • Understand what income and expenditure are and how these can be recorded. • Understand that there are risks associated with money and what some of these are. • Understand how to create a weekly budget, including prioritising needs over wants. • Understand that stereotypes can exist in the workplace and how these can affect people. <p>Roles and Responsibilities</p> <ul style="list-style-type: none"> • Understand the skills needed to take on responsibilities in school.
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	<p>Year 6</p>	<p>Family and Relationships</p> <ul style="list-style-type: none"> • Understand that everyone can expect a level of respect but this can be lost. • Understand what respect is and how they should be respected. • Understand how stereotypes influence our ideas and opinions. • Understand a range of stereotypes and share this information effectively. • Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely. • Understand the term grief and describe some of the associated emotions. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Describe qualities or values they want to develop and create achievable goals. • Describe the importance of relaxation and suggest different strategies. • Describe how they take care of their physical wellbeing. • Understand that technology can have an impact on physical and mental health. • Describe what resilience is, why it is important and some useful resilience tips. • Understand how vaccination works and why it is important to individuals. • Understand that habits can be good or bad for health. • Understand that changes in their body could indicate illness and know what to do if they notice them. 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> • Understand some of the reasons adults decide to drink or not drink alcohol. • Understand some ways to check that a news story is real. • Understand of changes that take place during puberty. • Understand the menstrual cycle and that a male and a female are needed for a baby. • Understand that a baby changes in the womb and some of the baby's requirements during the first months. • Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. • Conduct a primary survey; place a casualty who is unresponsive and breathing into the recovery position; and identify when it is necessary for CPR to be given. <p>Citizenship</p> <ul style="list-style-type: none"> • Understand that education is a human right and why education is important. • Understand some environmental issues relating to food and food production. • Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. • Understand what prejudice and discrimination are and why and how they should be challenged. • Understand the value of diversity. • Understand the roles and responsibilities of people in government. 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> • Understand that there can be a range of feelings related to money and the desire to spend and save. • Understand their responsibilities in keeping money safe in the bank. • Understand what gambling is and some risks associated with it. • Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. • Understand that there are different routes into careers. <p>Identity</p> <ul style="list-style-type: none"> • Understand the factors which make up identity. • Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.
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<div>French </div>		Term 1	Term 2	Term 3
Lower Key Stage 2	Year 3	I am learning French – J'apprends le français <ul style="list-style-type: none"> Identify France and Francophone countries. Know how to say greetings. Ask and respond to how they are feeling. Ask and answer 'What is your name?' Recognise, recall and spell numbers 1-10. Recognise, recall and spell some colours. 	Instruments – Les instruments <ul style="list-style-type: none"> Recognise, recall and spell different instruments with their indefinite article/determiner. Use verb 'to play (an instrument)' in the first person singular, to form a short sentence with the instrument nouns. 	Fruits – Les fruits <ul style="list-style-type: none"> Recognise, recall and spell different fruits with their indefinite article/determiner. Say fruits in the plural form. Learn how to formulate and express an opinion using the positive structure 'I like...' (J'aime...) and the negative structure 'I don't like...' (Je n'aime pas...)
		Animals – Les animaux <ul style="list-style-type: none"> Recall and spell animals with their indefinite article/determiner. Use verb 'to be' in the first person singular, to form a short sentence with animal nouns. 	I am able to... - Je peux... <ul style="list-style-type: none"> Recognise, recall and spell different verbs. Use the verb 'je peux' (I am able) with infinitive verbs to start to form sentences. Use the negative structure so they are able to say what they can do as well as what they cannot do 'Je ne peux pas...' Use the conjunctions 'and' and 'but' 'Je peux... mais je ne peux pas ...' 	Ice-Creams – Les glaces <ul style="list-style-type: none"> Recognise, recall and spell different ice-cream flavours. Apply knowledge of different ice-cream flavours to the structure 'I would like' (Je voudrais) along with the conjunction 'and' Specify whether they would like their ice-cream in a cone or a small pot/tub. Specify how many scoops they would like.



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	<p>Year 4</p>	<p>I am able to... - Je peux...</p> <ul style="list-style-type: none"> • Recognise, recall and spell different verbs. • Use the verb 'je peux' (I am able) with infinitive verbs to start to form sentences. • Use the negative structure so they are able to say what they can do as well as what they cannot do 'Je ne peux pas...' • Use the conjunctions 'and' and 'but' 'Je peux... mais je ne peux pas ...' <p>Fruits – Les fruits</p> <ul style="list-style-type: none"> • Recognise, recall and spell different fruits with their indefinite article/determiner. • Say fruits in the plural form. • Learn how to formulate and express an opinion using the positive structure 'I like...' (J'aime...) and the negative structure 'I don't like...' (Je n'aime pas...) 	<p>Vegetables – Les légumes</p> <ul style="list-style-type: none"> • Recognise, recall and spell different vegetables with the plural definite article/determiner. • Learn how to say 'a kilo of' plus a vegetable. • Learn how to formulate a short phrase using the structure 'I would like' plus a quantity of various vegetables. • Use the conjunction 'and' so that they can formulate longer and more interesting sentences. • Role-play purchasing vegetables at a market. <p>Presenting Myself – Je me present</p> <ul style="list-style-type: none"> • Ask and answer the question 'how are you?' • Ask and answer the question 'What is your name?' • Consolidate the numbers 1-10 and learn numbers 11-20. • Say how old they are. • Ask and answer the question 'where do you live?' • Understand simple adjectival agreement. 	<p>My Family – Ma famille</p> <ul style="list-style-type: none"> • Recognise, recall and spell different family members with the correct definite article/determiner. • Consolidate the nouns and definite articles/determiners for family members and use the possessive adjective 'my'. • Ask and answer the question 'Do you have any siblings?' • Introduce their own/fictitious family members, moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'. • Learn numbers 1-69 and use this knowledge to be able to say how old their own/fictitious family members are. <p>In the Classroom – En classe</p> <ul style="list-style-type: none"> • Recognise, recall and spell different classroom items with their indefinite articles/determiners. • Ask and answer the question: 'what is in your pencil case?' • Revisit possessive adjectives. • Use negative structures to say what they do not have in their pencil cases.
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Upper Key Stage 2	Year 5	Seasons – Les saisons <ul style="list-style-type: none">• Recognise, recall and spell the four different seasons.• Say and/or write a short sentence about each season.• Ask and answer (with justification) the question 'What is your favourite season?' Ice-Creams – Les glaces <ul style="list-style-type: none">• Recognise, recall and spell different ice-cream flavours.• Apply knowledge of different ice-cream flavours to the structure 'I would like' (Je voudrais) along with the conjunction 'and'• Specify whether they would like their ice-cream in a cone or a small pot/tub.• Specify how many scoops they would like.	Presenting Myself – Je me present <ul style="list-style-type: none">• Ask and answer the question 'how are you?'• Ask and answer the question 'what is your name?'• Consolidate the numbers 1-10 and learn numbers 11-20.• Say how old they are.• Ask and answer the question 'where do you live?'• Understand simple adjectival agreement. My Family – Ma famille <ul style="list-style-type: none">• Recognise, recall and spell different family members with the correct definite article/determiner.• Consolidate the nouns and definite articles/determiners for family members and use the possessive adjective 'my'.• Ask and answer the question 'Do you have any siblings?'• Introduce their own/fictitious family members, moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'.• Learn numbers 1-69 and use this knowledge to be able to say how old their own/fictitious family members are.	At the Tearoom – Au salon de thé <ul style="list-style-type: none">• Recognise, recall and spell the masculine and feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a French tea room.• Order what they would like to eat and drink in the salon de thé.• Ask for the bill and how to say 'goodbye' and 'thank you'.• Consolidate knowledge of numbers in order to calculate the bill. My Home – Chez moi <ul style="list-style-type: none">• Say whether they live in a house or an apartment and where they live.• Recognise, recall and spell different rooms in the house.• Use negative structure to say which rooms they do not have in their houses.



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	<p>Year 6</p>	<p>Presenting Myself – Je me present</p> <ul style="list-style-type: none"> • Ask and answer the question ‘how are you?’ • Ask and answer the question ‘what is your name?’ • Consolidate the numbers 1-10 and learn numbers 11-20. • Say how old they are. • Ask and answer the question ‘where do you live?’ • Understand simple adjectival agreement. <p>My Family – Ma famille</p> <ul style="list-style-type: none"> • Recognise, recall and spell different family members with the correct definite article/determiner. • Consolidate the nouns and definite articles/determiners for family members and use the possessive adjective ‘my’. • Ask and answer the question ‘Do you have any siblings?’ • Introduce their own/fictitious family members, moving from 1st person singular ‘my name is’ to 3rd person singular ‘he/she is called’. • Learn numbers 1-69 and use this knowledge to be able to say how old their own/fictitious family members are. 	<p>The Date – La date</p> <ul style="list-style-type: none"> • Recognise, recall and spell the 7 days of the week. • Form a short sentence about what day of the week it is. • Recognise, recall and spell the 12 months of the year. • Recognise, recall and spell numbers 1-31. • Use the structure necessary to say the date. • Say when their birthday is. <p>Do you have a pet? – As-tu un animal?</p> <ul style="list-style-type: none"> • Recognise, recall and spell common pets with their indefinite article/determiner. • Use the irregular high frequency verb ‘I have’, along with the conjunction ‘and’ in order to say which pets they have. • Use the structure ‘that is called’ to allow them to introduce their pets. • Use the negative structures to say which animals they do not have as pets. • Use the conjunction ‘but’ to make their sentences more complex and interesting (J’ai un chien mais je n’ai pas un chat) 	<p>My Home – Chez moi</p> <ul style="list-style-type: none"> • Say whether they live in a house or an apartment and where they live. • Recognise, recall and spell different rooms in the house. • Use negative structure to say which rooms they do not have in their houses. <p>Clothes – Les vêtements</p> <ul style="list-style-type: none"> • Recognise, recall and spell items of clothing with their indefinite articles/determiners. • Use the structure ‘I wear...’ (Je porte...) • Describe their different items of clothing as they look at the rules of adjectival agreement.
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